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Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

GOVERNMENT DOCUMENTS
COLLECTION

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the MAR/17/1994 day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

University of Massachusetts
Depository Copy

Name: Barbara N. Buffa Signature: Barbara N. Buffa Date: 2/14/94
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If more space is required, please attach additional sheets.

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| | | |
|---|------------------------------|-----------------------------------|
| Name: Ben Buffa | Signature: Ben Buffa | Date: 2/14/94 |
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| | | | | | |
|----------|--------------------|------------|----------------------------|--------|----------|
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| | | | | Tel: | 285-6982 |

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|----------|------------------------------|------------|--------------------------|--------|----------------------|
| Name: | <u>James Supp</u> | Signature: | <u>James Supp</u> | Date: | <u>2-14-94</u> |
| Address: | <u>Pole Dike Rd</u> | City: | <u>Wellfleet</u> | State: | <u>MA</u> |
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| | | | | Tel: | <u>349-2302</u> |
| Name: | <u>Lily I Supp</u> | Signature: | <u>Lily Supp</u> | Date: | |
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| | | | | Zip: | <u>02667</u> |
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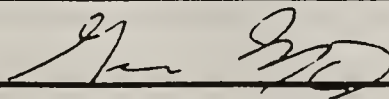
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Tel: 02669

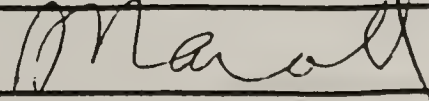
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Tel: 255-4694

Name: Gerald Magid Signature:  Date: 2/14/94
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Name: Chris R. H. Allen Signature: PO 141 Nicholson Date: 2/14/94
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|----------|--------------|------------|--------------|--------|---------|
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| | | | | Tel: | 349-611 |

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Tel: _____

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Tel: _____

Name: ASA Signature: _____ Date: _____
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Tel: _____

Name: JULIAN CARDINAL Signature: _____ Date: 2/14/94
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Tel: (508) 487-2835

Name: _____ Signature: same as above Date: _____
Address: CAMP L E CARDINAL City: _____ State: _____ Zip: _____
Tel: _____

Name: GA Signature: _____ Date: _____
Address: _____ City: _____ State: _____ Zip: _____
Tel: _____

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Tel: 945 1499
(508)

If more space is required, please attach additional sheets.

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TABLE OF CONTENTS

| Contents | Page |
|--|------|
| CHARTER SCHOOL APPLICATION DESIGNATED CONTACT PERSON | |
| VILLAGE SCHOOLHOUSE FOUNDATION SIGNATURE PAGE | |
| C-CAPE COALITION SIGNATURE PAGE | |
| ACKNOWLEDGEMENTS | |
| DEDICATION | |
| INTRODUCTION | |
| CHARTER APPLICATION: PART I | |
| 1. Mission Statement..... | 1 |
| 2. School Objectives | |
| Part A..... | 2 |
| Part B..... | 2 |
| Part C..... | 3 |
| 3. Statement of Need | |
| Part A..... | 5 |
| Part B..... | 8 |
| 4. School Demographics | |
| Part A..... | 13 |
| Part B..... | 13 |
| Part C..... | 13 |
| Part D..... | 14 |
| Part E..... | 14 |
| 5. Recruiting & Marketing Plan | |
| Part A..... | 15 |
| Part B..... | 16 |
| 6. Admissions Policy | |
| Part A..... | 17 |
| Part B..... | 17 |

TABLE OF CONTENTS (continued)

| Contents | Page |
|----------------------------------|------|
| 7. Profile of Founding Coalition | |
| Part A..... | 18 |
| Part B..... | 18 |
| Part C..... | 20 |
| 8. Timetable | |
| Part A..... | 21 |
| Part B..... | 21 |
| CHARTER APPLICATION: PART II | |
| 9. Evidence of Support | |
| Part A..... | 22 |
| Part B..... | 22 |
| 10. Educational Program | |
| Part A..... | 23 |
| Part B..... | 26 |
| Part C..... | 27 |
| 11. Student Performance | |
| Part A..... | 28 |
| Part B..... | 29 |
| Part C..... | 30 |
| 12. School Evaluation | |
| Part A..... | 31 |
| Part B..... | 31 |
| 13. Human Resource Information | |
| Part A..... | 33 |
| Part B..... | 36 |
| Part C..... | 38 |

TABLE OF CONTENTS (continued)

| Contents | Page |
|-----------------------|------|
| 14. School Governance | |
| Part A..... | 41 |
| Part B..... | 41 |
| Part C..... | 42 |
| Part D..... | 42 |
| Part E..... | 42 |
| Part F..... | 43 |
| 15. Building Options | |
| Part A..... | 44 |
| Part B..... | 44 |
| Part C..... | 44 |
| Part D..... | 44 |

ADDENDA

1. Demographics and Economic Data
2. Lower Cape Map
3. Correspondence
4. Village Schoolhouse Community
5. Village Schoolhouse Instructional Model
6. Resource List
7. Site Analysis
8. Resource List Letter
9. Public Relations & Advertising
10. C-CAPE Meetings and Notes
11. Letter of Intent
12. Charter School Timetable
13. Keystones of Learning
14. Village Schoolhouse Calendar (proposed)
15. Management by Objectives Format
16. Preliminary Budget FY 1994-95
17. Advisory Group Model
18. C-CAPE Directory

REFERENCES

ABSTRACT

DECLARATION

ACKNOWLEDGEMENTS

We would like to express our gratitude to the members of Cape Codders for Alternative Programs in Education (C-CAPE) for their support in this innovative and revolutionary endeavor. The spirit of collaboration has sustained a high degree of momentum and contributed to a rich sense of community and fellowship. A new era of "grass roots" mobilization has been born here on Cape Cod.

DEDICATION

This application is dedicated to our children.

BNB

MHP

VSh

C-CAPE

INTRODUCTION

The following material is presented to the Executive Office of Education, Commonwealth of Massachusetts, by the Village Schoolhouse Foundation, on behalf of Cape Codders for Alternative Programs in Education (C-CAPE).

Part I and Part II of the Charter School Application were prepared solely by the members of the Village Schoolhouse Foundation with input from interested members of C-CAPE. Answers to the required questions represent the thoughts and professional insights of this group of citizens, chiefly comprised of parents who are educators.

It is the sincere desire of the creators of this document to have the opportunity to defend and discuss the ideas set forth with the application readers. This will enable us to substantiate our high level of commitment and expertise in the establishment of a viable and innovative educational alternative in our region of Cape Cod.

CHARTER APPLICATION: PART I

1. MISSION STATEMENT

The core philosophy of the proposed charter school is to educate our youth in a creative environment in which parents, children, teachers and community form a circle, all contributing to learning. In each domain, whether it be academics, creative arts, life skills, community service learning, character development or physical fitness, a true collaborative effort will occur. Our objectives remain clear- to enable our students to go beyond intuitive and scholastic learning and to achieve genuine understanding of subject matter in order to be effective and compassionate participants in the global community and to have a high sense of self efficacy; to empower parents so that the voice of the family will be heard; to involve the community; and, to stimulate and challenge our teachers and staff- the education of the "whole" child by the "whole" community.

2. SCHOOL OBJECTIVES

A. What are the school's broad academic objectives for student learning?

The following represents the broad learning and teaching objectives that allow for the establishment of natural linkages between traditional disciplines labeled "academic" and "non-academic". By the time students leave the Village Schoolhouse, they will have mastered a core curriculum. The core curriculum shall be defined for the purposes of this proposal to be: Language and Literacy (including the Communicative Arts), the Humanities, Mathematics, the Sciences, Community Service Learning, Foreign Languages, Visual and Performing Arts and Physical Fitness and Health. Proficiency in the utilization of technology will be a trans-disciplinary objective covering all levels. Levels of mastery shall be defined through individual and collective pre and post assessment. The area of assessment will be further developed in Part II, Section 12.

B. Describe the non-academic goals for student performance.

The Village Schoolhouse distinguishes itself from other learning institutions in the importance it places on the following non-academic goals:

- * exceptionally high expectations for high levels of accomplishment for the total learning and teaching community
- * a curriculum which is woven together like a piece of fine cloth with an inter-disciplinary approach to learning, thus enabling all participants to see the inter-connectedness of all subject matter
- * a sense of community which values equity and diversity, and encourages empathy and respect
- * students as true contributors to the society at large, active rather than passive participants in both society and in the learning and teaching environment
- * the achievement of success for every participant regardless of their perceived abilities, creating a personal sense of worth
- * excitement for learning and a desire to achieve mastery

- * an atmosphere conducive to experimentation, risk-taking and open-ended learning which promote higher order thinking skills (analysis, synthesis and evaluation of information) and which promotes a focus on concepts, content and skills...enabling students to be true thinkers

- * imaginative and creative capabilities- to enable all participants to develop the capacity for creative thinking and expression in every area of learning

- * a collaborative institution in all phases of learning and teaching

- * service to the whole community through educational, creative and recreational opportunities which provide enrichment and remedial opportunities to all residents

- * use of the environmental perspectives (global and local) for teaching and learning

High levels of accomplishment are best achieved through high expectations. Individual Educational Plans, Learning Improvement Agreements between students, parents and the school, daily work plans, and teacher participation in the development of his/her performance objectives will be utilized. Inherent in these processes is the on-going provision for revision in order to maintain a reasonable accountability structure.

Mentoring will be a strong element in the learning environment. Older students will work with younger students and teachers, parents and community members of all ages will be mentors. Authors, musicians, artists, scientists, architects, political leaders, and accomplished peoples will be role models and mentors.

Hands on learning, learning by doing, will be an important vehicle to achieve both academic and non-academic goals. The act of doing is the bridge between lower level, rote learning and higher order thinking skills. Students at an early age will begin applying their knowledge to analyze and evaluate results. Integrated projects requiring problem solving will be frequent.

C. What type of community environment do you hope to foster at your school? Visit with us.....

Upon entering the Village Schoolhouse, the visitor is welcomed by a member of the community. The love of learning, joy and enthusiasm is felt as the visitor enters. Walking together are two students, one much older than the other, discussing their current environmental project on their way to the morning gathering. A Mozart symphony is playing in the background honoring his birthday. Our visitor chats with a student who recently spent

time at a nursing home reading to a visually impaired elder as part of his community service commitment. He describes the frustration of his elderly friend because she can no longer read and write. A student walks by with her story which she has just finished on the computer. She will share the story during the gathering. There is an aroma permeating the atmosphere which causes the visitor to ask, "What is cooking?" A teacher informs the visitor that the parent and community representative for the Elementary House are assisting students in last minute preparations for the noon meal which is shared by all in the school. The visitor is invited to stay for lunch. Today's menu is written in Spanish by the students. On the table, the visitor sees a Newspaper written by the Middle House students. The Executive Director greets the visitor as she carries folders prepared for the afternoon Professional Development Seminar for teachers throughout Cape Cod. Parents arrive to deliver a project outline for the upcoming study on aquaculture and as others enter the morning gathering room the visitor is impressed by the manners and respect shown by all. Each passes the sculptor in residence as she continues working on her display. Students in the Upper House begin the meeting which they have planned. They lead all in a song from the school's song collection. A skit representing a conflict is the stimulus for the school-wide examination and discussion of a problem and the creative and peaceful resolution of the conflict. The visitor is compelled to attend.

This portraiture depicts the philosophies around which the Village Schoolhouse will be created. A sense of true community will be evident in all phases of the culture and climate. Collaboration will be an obvious part of the human interactions.

3. STATEMENT OF NEED

A. Why is there a need for this type of school?

It is apparent that school choice is not going to be available in all communities on the Lower Cape. There are very few private schools on Cape Cod and most residents can not afford to pay the tuition required due to the low average income (see Demographics and Economic Data in Addendum 1). Therefore, parent and student options are greatly limited.

Even if school choice existed, our school systems fall short of projecting a shared "ethos" so that there is a common philosophical focus which is identifiable in actual classroom interactions. High expectations is one example which is not a collective focus in today's schools. It can be speculated that one of the major reasons for this phenomenon is the high emphasis on standardized test results. Many teachers are pressured to drill their students in preparation for these periodic assessments. Results are in many cases misused and lead to erroneous practices and detrimental results.

Schools frequently eliminate or restrict visual and performing arts programs, field trips and some athletic programs due to budgetary constraints. Even with the huge number of natural resources available on Cape Cod, few students are able to take full advantage of them and miss the opportunity to learn in stimulating, hands on settings. Income levels restrict private instruction, such as dance, music and art lessons, therefore students are often not able to excel as readily in these areas.

Furthermore, many school facilities are not available beyond the traditional hours and during vacations and summer months. Even though there has been a growth in parent initiated after school programs, these are often on a fee basis and have a limited relationship to the students' immediate academic and social needs.

Community involvement in schools, as it exists today, is sporadic and limited. Parents participate in traditional P.T.A. functions and activities, but these activities do not allow for decision making at the advocacy and policy levels. Parents are generally not welcome to participate in these matters. The elderly population, a rich resource on Cape Cod, is not deliberately and purposefully utilized. Students opinions are often not respected and valued and they are viewed as passive participants. There is a need to bring them into the decision making process.

Children, despite being amid many peers are often isolated and alone. Frequently no one really knows the students, especially in the upper grades because they shuffle from class to class for brief

periods with each teacher. Students are assigned new teachers each year, therefore, continuity is minimal. Much time is wasted at the beginning of each school year in review and in getting to know the students. Channels of communication are not open.

Traditional teaching methodologies and commercial materials often do not allow for cross-disciplinary learning, and thus do not provide learners with the opportunity to see the connectedness of subject matters. Teachers are not trained to employ effective strategies for utilizing thematic approaches.

Expanded opportunities for pre-service and in-service professional development is often limited to a few times per year at best. Budgets for staff development are frequently cut. Individual educators must shoulder their own professional growth through scarce opportunities. Higher education relationships are minimal and dialogue from the preparing institutions and receiving institutions is rare regarding teacher preparation and performance. With the new reform regulations related to professional development, school systems will be mandated to deliver costly in-house training. It remains to be seen how this will actually be carried out.

Additionally, there are limited opportunities for acceleration and positive forms of remediation. This is often a factor because teachers are not supported in their efforts to meet individual needs. Rather, teachers feel most comfortable teaching to the level perceived as the mainstream.

While computers have gained some visibility in the schools, monies and teacher training do not yet allow for wide spread proficiency and expanded knowledge of its applications. Use of telecommunications is minimal and great confusion exists regarding its capabilities and implementation. These skills are now critical for youth and will be even more so as they mature.

Regulations, bus schedules and union demands drive the school setting instead of children. Too much of the budget is spent on administrative layers instead of materials and access to resources which would directly benefit the students. There is a need to lessen the impact of lock step structures and procedures which are obstacles rather than supportive of student learning. Bureaucratic structures are often the driving force for decision making.

School enrollments are increasing on Cape Cod and many facilities are at capacity (see enrollment data, Demographics and Economic Data, Addendum 1). Most all towns are facing larger school populations. This creates an opportunity for the existence of a regional charter school which would service all the schools on the Lower Cape (9 towns) without harming existing school settings. In

fact, many districts would benefit from reduced overcrowding.

The Cape's at-risk population is significant. Drug abuse, alcoholism, school violence, vandalism and health related issues plague the Cape to ever increasing degrees. Cape Cod is one of the fastest growing areas of the state, but income falls below state averages, particularly on the Lower Cape. Although an idyllic summer destination for hundreds of thousands of tourists, the Lower Cape is struggling with many problems generated by the seasonal economy and with issues more commonly associated with urban areas. Single parents juggle work and school schedules with little money to pay for after school childcare. Unemployment rates frequently exceed state averages (see Addendum 1). The difficult economic situation has been clearly stated by numerous entities, including the following:

1) The Barnstable County Home Consortium in their recent publication "Comprehensive Housing Affordability Strategy" stated:

"Much of the Cape's economy is based on the tourist and retail industry. This industry, for the most part, is characterized by low-paying, part-time seasonal employment. During the off season the Cape's unemployment rate shoots upward, with some town's reaching 50%.

Given the nature of the Cape's economy it is likely that during the off-season a sizable portion of the Cape's population is faced with severe cost burden. Moreover, the fact that low and moderate income households comprise nearly 50% of all households on the Cape is not surprising, given its economic base. It is commonplace that many households are forced to scramble to find several jobs just to survive."

2) Marylou Petitt, Director of the Lower-Outer Cape Human Services Coalition, states that in looking at the poverty statistics for the Lower Cape, so many of the people living below poverty were so far below the line that she felt a new category needed to be created.

3) The Barnstable County Home Consortium singles out the Lower Cape as the area with the lowest wages and the highest unemployment of the region.

4) Cape Cod has a sheltered homeless population of 527 people in which families outnumber individuals by nearly a 3 to 1 margin. The Housing Assistance Corporation also estimated there are an additional 100 families and 200 individuals who are homeless and unsheltered on the Cape. In addition, currently there is a significant number of very low to low income households who must live with the threat of homelessness. During the last three months of 1992, the Lower Cape Outreach Council received over 100 calls for housing assistance.

5) The Cape and Islands Partnership to Reduce Substance Abuse has just sent to press a comprehensive report on six Lower Cape towns which was unfortunately not available to us during this application process, but Director B. L. Hathaway says that when the report is distributed the numbers will shock everyone particularly in relation to the effects of substance abuse on our school age population.

Our full-time residents are not often given the luxury of viewing Cape Cod from a leisure time perspective. This is evident in the way public facilities are used during the summer months. For example, our libraries and museums offer rich resources which are utilized on a limited basis and not included in the school programs because of budget cuts and school schedules. We must attempt to equalize this.

More alternatives and expanded choice must be available to those who wish to avail themselves of the opportunity. Public school systems today form a monopoly depriving individuals of choice. Individual empowerment must be cultivated thus allowing for greater collaboration between students, parents, teachers and the community as a whole.

B. Explain why a charter school would help to effectively address this need.

The Village Schoolhouse will provide parents with an alternative to geographically designated assignment to schools. Parents will be empowered through their roles on the Board of Trustees and in their collaborative participation in the classroom as Parent and Community Partners. There will be more direct impact due to the site specific scope of the governance of the school.

The staff of The Village Schoolhouse will be nurtured and trained to support the philosophy focused on high expectations. Learning and teaching strategies and all human interactions will be directed toward this common goal. The culture and the climate of the Village Schoolhouse will reflect this firm commitment for success. Parents and the students will also support this common theme through their Learning Agreements with the school. Individualized Education Plans will be designed for success and achievement. Standardized tests will represent only a portion of the assessment profile of the student and school.

In the Village Schoolhouse there will be no "extra-curricular" activities. We offer bridges between the so called "academic" and "non-academic" domains. The creative arts and fitness programs, which are frequently eliminated or outside of the standard curriculum, will be interwoven throughout the teaching and learning program. Off-site educational opportunities will play a major role

in the day to day program. Therefore, what is traditionally perceived as ancillary will be integral. Cultural and community partnerships will further enhance the Village Schoolhouse in offering these essential components to all the participants without impacting personal finances.

While the Village Schoolhouse will have core instructional hours, the actual facility will be open for early morning and afternoon learning. Activities will be directly related to core curriculum (thus going beyond traditional daycare). Additionally, the summer months will be critical times for on-going learning to such an extent that the school may very well be considered a twelve (12) month institution for the student body as well as its neighbors.

The Village Schoolhouse will be an example of a collaborative organization. Students will model collaborative interchanges through cooperative learning, mentoring, cross-age interactions, student government and community service. The Village Schoolhouse will have at least one representative from the students, parents, teachers, administrators and staff and the general community on each of the groups that determine the activities of the school. Parent and community partners will be an integral part of the instructional team. They will work with the master teachers and interns in order for the students to gain an expanded sense of the community. Through the commitments between students and adults, sustained motivation will be an expected outcome. Senior members of the community will be an integral part of the team at the Village Schoolhouse. They will be an important component of the village culture.

The Village Schoolhouse will be organized into houses of learning which contain students who are grouped in a less traditional grade specific configuration. Houses will contain students whose ages span two to three years. This will allow academic and social isolation to be reduced and result in a flow of ideas and exchange of interests. An added benefit from this configuration is that the individual members will benefit from the creation of the energy coming out of interpersonal relations. Young people will be able to sustain relationships with their role models. Adults in turn will be afforded similar opportunities for continued involvement and understanding of the students and their families, thus reducing catch-up and review time and provide for more reasonable transitions. All of these features will improve pupil performance. The security in these interpersonal relations will enable students to be active rather than passive participants and be willing to engage in higher levels of creative and cognitive endeavors. We speculate that this will allow for a more reasonable structure of accountability due to the fact that anticipated outcomes will be successful.

The collaborative nature of the Village Schoolhouse naturally allows for the sharing of ideas. A teacher with a particular

strength will be able to access supportive approaches and materials because of the cooperative and open environment. A thematic focus will be the chief manner in which content, concepts and skills will be brought together for effective learning and teaching. Traditional boundaries which have governed the disciplines will be shed so that all the disciplines will be explored. Higher level thinking skills are naturally the catalyst for inter-disciplinary exploration. Application becomes a critical component in the linking of the traditional subject matters. In the Village Schoolhouse, both students and teachers will engage in activities which stimulate analysis, synthesis and evaluation across diverse disciplines.

The Village Schoolhouse will offer professional development opportunities for its participants and extend into the community at large. The career ladders for educators will support growth based on stages of adult development. Teacher self-efficacy will be nurtured through a variety of pre-service and in-service opportunities. Ongoing feed-back regarding effective strategies and improvements will contribute to the total teaching and learning emphasis. Everyone is a teacher and everyone is a learner. All participants in the Village Schoolhouse will have opportunities to teach and learn new subject matter. This emphasis will also be extended to region-wide educators and community members. Thus, the Village Schoolhouse can be viewed as a center for professional development. These efforts to reach out will establish the alternative school as a contributor, not an isolated entity in the community. The requirements of the various reform initiatives will be placing financial burdens on public schools. This vital opportunity will open channels of communication between the Village Schoolhouse and the mainstream systems (see #14, school governance).

The Village Schoolhouse will be committed to educating the whole child. In doing so, the individual needs of the child must be understood and addressed. In each discipline, individual student's level of mastery must be understood in order to provide adequate remediation or opportunities for acceleration. Clearly, on-going assessment processes will be critical in determining levels of competency (see Part II, # 11A). Technology available today offers both opportunities for remediation and acceleration. Advanced instructional management systems are also available which provide information about individual, group or class performance (see next paragraph regarding technology), thus enabling teachers to understand and identify students' needs and further tailor the curriculum to those needs. The Village Schoolhouse will provide teachers with on-going support needed to provide instruction which meets the individual needs of each student.

The Village Schoolhouse intends to explore all areas of technological advancement in order to assess its use within the learning and teaching environment. Technology can play an

important role in education because it enables students to succeed and to learn at different rates. It allows teachers, students and parents to customize on-line assignments which specifically address the students' needs. On-line IEP's can also be developed. Technological resources for research, exploration, investigation, communication and creative expression need to be made available to students and teachers. Technology encompasses telecommunications networks, multi-media tools, assessment programs, on-line access to numerous educational services and more. The Village Schoolhouse will create an integrated plan of technology which supports the educational objectives stipulated in Part I, #2 of this application. Students, parents and teachers will be trained to utilize technology as a part of the learning and teaching process.

Charter school legislation has begun the process of reducing lock step structures and procedures which are frequently obstacles to student learning. The Village Schoolhouse will have minimal administrative overhead and a working Board of Trustees which will enable it to focus its monetary resources on student learning materials and teachers. The opportunity for expanded school facility usage will enable students and teachers to involve themselves in more comprehensive projects in all disciplines and offer flexible scheduling based on student and community needs. Collaboration will be the basis for decision making rather than bureaucratic structures. The needs of the child will drive the system at all times.

Overcrowding in many districts could potentially be alleviated or lessened by the establishment of the Village Schoolhouse. The regional concept of the school will help these environments which are currently experiencing overcrowded conditions with minimal cost ramifications.

We believe the Village Schoolhouse will be extremely effective in assisting at-risk students. The collaborative nature of the school will involve families, not isolate them. Mentoring and good role models at school will allow for positive interaction and lessen the impact of inhibiting factors at home. Being a part of a group of students and teachers for several years will greatly benefit the at-risk student as will small class size. The school environment will provide security, consistency, and acceptance. It will reduce social and academic isolation. Teachers will gain greater understanding of the challenges faced by the student and be more able to help the student succeed. Flexible school hours will provide the at-risk student with more opportunity to remain in the school environment. Families in which both parents work and single parent families will be greatly aided by the enhanced school day as well.

Resources on Cape Cod will be enjoyed and explored by all students at the Village Schoolhouse. Use of diverse resources will be part

of the educational program in all disciplines. Satellites for learning will be established which will enable our students to regularly access specific sites and will in essence create off-campus classrooms. The National Seashore is one such potential satellite. Group and individual projects will make use of environmental resources, libraries, museums, theaters and performances of varying kinds. Students will not only go off site to utilize various resources, but will be able to enjoy and benefit from many artists and diverse exhibits which will be invited to and displayed in the school.

We believe the Village Schoolhouse will effectively address a multitude of needs exhibited by the Cape Cod community. The charter school concept is an important vehicle in enabling a school such as the Village Schoolhouse to be accessible to a broad segment of the population.

4. SCHOOL DEMOGRAPHICS

A. Describe the area where the school will be located.

The Village Schoolhouse location has yet to be finalized. A somewhat central location may prove to best serve the region (see Cape Cod Map, Addendum 2), but we have not yet made definitive plans. The school region includes 9 towns which we have designated as the Lower Cape for the purposes of this application. In addition to a central location, we wish to utilize Cape Cod resources as satellites for learning. These satellites will be located throughout Cape Cod as projects and studies demand. One such satellite will be the National Seashore in Wellfleet.

B. Are there other locations suitable to the needs and focus of the school?

For several months we have been working with Coldwell Banker, Atlantic Realty (see Correspondence, Addendum 3) in order to understand market availability and value. Numerous parcels have been examined.

The Crosby property in Brewster is a marvelous site. It is state-owned and offers a large main house, currently under renovation, several additional houses and beautiful grounds fronting on Cape Cod Bay. This site requires a good deal of work, but the potential is enormous. The Friends of the Crosby Mansion, a grass roots group dedicated to the preservation of the property, is willing to enter into dialogue with us for possible leasing of the site (see Correspondence, Addendum 3). The Family School in Brewster, a private Pre-school and Kindergarten, is willing to lease space to us for an interim, transitional site in order to enable us to begin the first phase of the school in the fall of 1994. Additional sites are being considered and sought prior to a decision being made. Both the Crosby Mansion and The Family School offer us direct access to Nickerson State Park. The Park would be a tremendous asset to the school year round. The Crosby property offers the Cape Cod Bay in addition to the park for environmental studies and recreation.

Additional sites for consideration are specified in Part II, #15 A&B (see Site Analysis, Addendum 7).

C. Describe any unique characteristics of the student population to be served.

The fact that we are applying to create a charter school on a regional basis is, in itself, unique. Students from nine towns

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will be brought together, thus serving a broad group of people without having detrimental financial impact in any one area to existing public schools.

Students in the Village Schoolhouse will reflect the general makeup of the Lower Cape. In general, incomes are lower than average Massachusetts incomes and there are significant numbers of school aged students below the poverty line (see Addendum 1). Children of the C-CAPE participants (organization of parents and community members) currently attend private and public schools and some are home schooled. In general, a great deal of focus is centered around the education of these children because of the positive involvement of the parents.

Many of the children served by the Village Schoolhouse will come from families who derive income from the sea in one way or another. The fishing industry and tourism both rely heavily on the sea and the environment in general. There is a genuine appreciation for the delicate nature of the environment and a desire to preserve that which is so essential to our lives. Thus our approach to utilize the environment throughout studies will be relevant and important to our students and their families.

D. What is the school's anticipated enrollment?

An enrollment of approximately 200 students is anticipated. Ages will span from four or five years of age to eighteen years of age (covering in traditional terms Kindergarten through 12th grade). There will be a transitional plan which will allow for an initial enrollment which is smaller and which focuses on the younger child, but which has provisions for all ages.

E. What grades will be served? How many students are expected to be in each grade or grouping?

The Village Schoolhouse will be organized into four houses of learning (see Village Schoolhouse Community, Addendum 4 and Instructional Model, Addendum 5). Each house will consist of approximately 50 students, ages spanning approximately three years. Students will remain in the house until they have reached a certain level of proficiency and will then move to the next house. The Village Schoolhouse Instructional Model, Addendum 5, also indicates the number of teachers, parent and community partners, interns, etc. which are participating in the houses.

5. RECRUITING AND MARKETING

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

Prior to the writing of this application, numerous efforts had been made to reach out to the community to encourage involvement in a discussion group to explore educational alternatives. Advertisements were placed in local newspapers inviting community members to attend informal gatherings. Since that time, C-CAPE (Cape Codders for Alternative Programs in Education), has evolved and now additional outreach has taken place (see Part 1, #8A for additional information). A Resource List has been established, and continues to grow (see Resource List, Addendum 6) and direct contact by a member of C-CAPE has been made to each name or organization listed. Letters explaining our intentions and school philosophy were sent out (see Resource List Letter, Addendum 8). Numerous institutions of higher education have been contacted for future partnerships.

The next step will be to hold an informal gathering with refreshments and coffee, sponsored by a C-CAPE member in order to sign the charter school application. There will be press coverage at this signing for the purpose of further informing the public of the groups' efforts. Following this, we will establish a school brochure and hold "cottage meetings" in each town in the charter school region. At least four meetings will be held in each town, hosted by C-CAPE members or other contacts. Prospective families and interested community members will be invited to these meetings. Advertisements in the appropriate town newspapers will open the meetings to all interested citizens. An overview of the school will be presented and supportive materials circulated. Following each meeting a press release will be prepared and submitted to the relevant newspapers.

Additional advertisements will be circulated as needed (see Public Relations & Advertising, Addendum 9). Speaking invitations will be sought by group members with civic organizations and clubs. Radio spots and opportunities to share information about the charter school will be arranged.

Fund raising activities and partnership meetings will commence upon completion of the application. Specific businesses will be contacted so that owners and employees are aware of the school and they will be solicited for contributions.

B. Specifically, what type of outreach will be made to potential students and their families?

Aside from the material above, community mailing lists will be assembled and a regular Newsletter will be circulated. This will further explain the structure and philosophy of the school, the creative approach to teaching and school offerings. Once a site has been established, a series of Open Houses at the school will be held. These will provide parents and students the opportunity to visit the school grounds, receive curriculum outlines, brochures, etc. and meet the faculty and staff. Open houses will be promoted through newspaper and radio advertisements and direct mail.

6. ADMISSIONS POLICY

A. Describe the admissions methods and standards you will use to select students.

Students attending the Village Schoolhouse will reside in the Lower Cape towns (9 towns, see Addendum 2). C-CAPE parents who wish to enroll their children will be given the opportunity to do so as a result of membership in the coalition. Beyond this, equal access to the school on a lottery basis will be offered to all residents in the nine towns as stipulated by the charter school guidelines. All other existing policies for admissions stipulated will be adhered to, such as the preference provision for families with siblings already in the school.

The Village Schoolhouse will have an open admissions policy. There will be no specific academic or performance standards for students entering the school. It is our goal to have a broad range of student capabilities. All students and their parents must enter into a Learning Agreement with the school each term. This agreement will place responsibilities on students, parents, teachers and school to achieve agreed upon objectives. Each student will have an IEP, Individualized Education Plan, which will be prepared collaboratively. Provisions for dismissal will be established and implemented in extreme cases.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

By having an open admissions policy all children will have equal access to the school. The school will not at any time discriminate on the basis of race, color, gender, creed, religion, politics, marital status or physical challenge. We will seek opportunities to enroll children of varied backgrounds and will recruit ethnic and linguistic minority teachers, interns and staff when possible. Our emphasis on diversity and multiculturalism will not only evident in our curriculum, but also in our school community. We will actively seek opportunities for exchange with other charter school and foreign students.

7. PROFILE OF FOUNDING COALITION

A. Describe the make-up of the group or partnership that is working together to apply for a charter.

A questionnaire was sent to members of C-CAPE (Cape Codders for Alternative Programs in Education) in order to construct a profile of the group. Approximately half of those who have been to our meetings responded. What follows is a summary of those seventeen replies.

The group's age range 42 to 63. They have 29 children, ages 3 to 41 years. The children's education stretches from pre-school (current) to a holder of a Doctorate.

The members, themselves possess 17 Bachelor degrees, 9 Masters and 2 Doctorates. The colleges represented include, Harvard Graduate School of Education, Harvard Graduate School of Business Administration, Fordham, Boston College, Wheelock, Marymount, University of Massachusetts, University of Rochester, Rochester Institute of Technology, Vassar, Antioch, State University of New York (SUNY), Lesley College, Gettysburg, Eastman School of Music, New England Conservatory of Music, St. Nicholas Montessori Training School (London), Columbia University, Rensselaer Polytechnic Institute and other institutions which were attended for special study. Individuals not able to respond to the questionnaire also hold advanced degrees in law, medicine and other professions.

The group has approximately 115 years of teaching experience from pre-school to college, including, public, private and boarding schools, both here and abroad. Some of the related experience in the field of education includes, building and central office administration, department chairpersons at high school and college levels, educational consulting, Montessori Group directorship, summer creative arts programs directorship, regional school committee memberships, school council memberships and PTA involvement. Everyone in C-CAPE has spent extensive time during and after school in volunteer activities, particularly related to Parent/Teacher/Student organizations. Many have had leadership roles in the organizations.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

During the Spring of 1993, following the public dissemination of Massachusetts General Law c71s89, informal dialogue ensued between parent educators. These conversations centered around lack of

choices regarding educational alternatives within the Lower Cape region. Additionally, the intensity and frequency of these conversations reflected diverse levels of frustration around some common themes, such as financing and budgetary conflicts, cuts affecting the arts and sports programs, the ability to attract and retain professional educators and the continuing pattern of minimal parental involvement.

In the following months formal steps were taken to broaden the circle of involvement with the intention of assessing the level of interest and feasibility of starting an alternative school. During the same period public information regarding the new educational reform measures and their ramifications began to surface in the media, thus stimulating the enthusiasm to go to a more formal phase. This was manifested in a concerted effort to reach out to a broader audience through newspaper advertisements in October, 1993 and more vigorous networking endeavors. This networking led to a formal invitation from the Executive Office of Education to attend the "Charting the Course" meeting in Waltham. Shortly thereafter, the first gathering of concerned parents, educators and interested community members took place to explore alternative forms of education (see C-CAPE Meetings and Notes, Addendum 10). Among the forms of education presented that evening was the charter school concept. Our knowledge of charter schools was minimal, but we were able to generate enough interest and curiosity to delve more seriously into the concepts surrounding charter schools and seek more official input.

As part of our desire to acquire factual information, members of our group consistently went about a more comprehensive effort to gather factual knowledge and technical assistance in anticipation of the application process. The Executive Office of Education, Pioneer Institute, Edison Group, various higher education representatives, and legal and legislative representatives were contacted resulting in a more calculated and purposeful action plan. Additional large and small gatherings occurred on a regular basis, resulting in the agreement to submit a Letter of Intent (see Letter of Intent, Addendum 11). Various resources and opportunities presented themselves to us resulting in meetings and interaction with The Edison Group, Teacher of the Year, John Gatto, and other educators further enlightening and solidifying our resolve to proceed in our undertaking. An official name was created, C-CAPE (Cape Codders for Alternative Programs in Education). Following the Boston Globe article referring to our charter group, many inquiries broadened our scope. Numerous area resources were compiled (see Addendum 6) and letters were sent to all names on the Resource List (see Addendum 8).

The focus then centered upon gathering the necessary information to complete the application process. Group profile, demographics, refinement of the mission statement, further elaboration of

objectives and exploration into possible models reflecting the shared vision of the group were compiled and drafted. From this community driven effort begun nearly one year ago, we are now ready to present our application to the Executive Office of Education for serious consideration. We are seeking eligibility status and approval to establish a charter school in the Lower Cape area. Lower Cape region shall include for the purposes of this application, the towns of Dennis, Harwich, Chatham, Brewster, Orleans, Eastham, Wellfleet, Truro and Provincetown.

Currently we do not have a single affiliation with any entity. We are seeking to build partnerships for learning with institutions of higher education, businesses and many resources on Cape Cod. Contact has been made with all of names on the Resource List (see Addendum 6) and positive discussions have ensued with many listed. Lesley College, Academy of Performing Arts in Orleans, the National Seashore, Cape Cod Regional Technical Vocational High School and others have stated interest in working with us in some capacity.

C. Include any plans for further recruitment of founders or organizers of the school.

Plans for recruiting additional founders or organizers of the school are stipulated Part I, #5 A&B. Additionally, the Curriculum Summit as well as efforts of individuals in the Curriculum Advisory groups, further detailed in Part II, #10, will allow for talented individuals to be recruited. The signators to the application are integral in further identifying potential candidates.

8. TIMETABLE

A. Discuss a timetable of events leading to the opening of a charter school.

Part I, #5 A&B, describes the marketing process for applicants. Specific dates have been outlined on the "Charter School Timetable" (see Addendum 12) for all Recruiting, Marketing and Administrative functions. The Board of Directors creation, securing of site, insurance, etc. are planned for on the timetable (calendar form). The establishment of Curriculum Advisory Groups, consisting of educators, retirees, business representatives, students and national experts, will be the first step in the process of solidifying curriculum design, school and student assessment processes and technology plans.

B. If preparing for a 1994 charter, demonstrate the feasibility of opening school doors this fall, in the event of a legislative change in the starting date.

Based on the sites available to us at the present time, we feel certain that we will be able to open in the fall of 1994. We would, at a minimum, begin in a transitional fashion, with students at the primary and elementary levels. We would be able to accommodate a small number of older students and potentially utilize Cape Cod Regional Vocational Technical High School as well as other community resources to provide adequate facilities for studies during the first year.

The current participants in C-CAPE and other interested families could alone support a small transitional environment even prior to marketing the school as described in Part I, #5. The scheduled formation of Curriculum Advisory Groups in early spring should allow for sufficient time to firmly establish curriculum and assessment procedures. Fund raising efforts will commence this spring as well and may generate money for a transitional model. Funds will also be sought through grants and other categorical funding at the federal and state levels.

A number of highly qualified teachers and administrators have presented themselves to us and we are confident that we can easily have an exceptional team assembled by this fall.

The need and the desire for the Village Schoolhouse to begin as soon as possible is so strong that we are confident we can begin in the fall of 1994. We have a committed community of parents and parent-educators which are tireless in their efforts to make the Village Schoolhouse a reality.

CHARTER APPLICATION: PART II

9. EVIDENCE OF SUPPORT

A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

The chronology established in Part I, #7, Profile of the Founding Coalition, serves in one respect to show the scope of community backing for the Village Schoolhouse (charter school). Members of C-CAPE have come from most of the towns included in our regional concept and share concerns about the state of education in the region. Each is looking for an alternative form of education and want to be a part of its creation.

Dialogue with many citizens in numerous towns, indicates a growing concern about education and a desire for affordable alternatives. Recent media coverage points to the fact that area educators are concerned about lack of school choice. Some educators are strongly supporting vouchers. In addition, business owners have repeatedly stated their concern over employee preparation and lack of basic skills for good job performance, resulting in large expenditures for employee education.

Outreach to names and organizations listed on the Resource List (see Addendum 6) have resulted in numerous phone conversations and alliances. Further evidence of this shown in the next paragraph.

B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.

Recently letters were sent to numerous individuals and organizations informing them of the C-CAPE organization and its intent to establish a school (see Resource List Letter, Addendum 8). Support and input was sought from these individuals. The attached letters (see Correspondence, Addendum 3) were received by the application deadline.

In an effort to speak with children of various ages, we videotaped children in conversation about school. Portions of the gathering for the signing of the application, attended by some of the members of C-CAPE, was also recorded. The video is enclosed for your review.

10. EDUCATIONAL PROGRAM

A. In detail, describe the educational program of the school.

The educational program of the Village Schoolhouse will be developed by local and national experts, and those interested in the creation of a truly unique curriculum.

The educational program of the Village Schoolhouse will be built upon the following guiding principles:

- * all children can learn
- * everyone has special needs
- * high expectations result in improved performance and success
- * efficacy is the basis for high self esteem
- * traditional academic and non-academic areas of learning must be interwoven so that the inter-connectedness of learning and life experiences are established at an early age, thus ending the lock-step views of learning and teaching
- * application is the link between lower level, rote learning and higher order thinking and must be an integral component of the learning and teaching process
- * respect and appreciation for human likenesses and differences span the entire learning and teaching process
- * everyone has a stake in the preservation, restoration and conservation of the global environment
- * everyone is a partner in the teaching and learning process and has equal status in a collaborative culture

With these guiding principles as a foundation, the educational program of the Village Schoolhouse will be organized around the following keystones (see Keystones of Learning, Addendum 13):

- * Cognitive Keystone
- * Character & Values Keystone
- * Practical Life Skills Keystone
- * Creative & Physical Keystone

Cognitive keystones shall encompass, but not be limited to, the following: Language and Literacy (the Communicative Arts), Mathematics (numbers and numeration), the Sciences (natural, life and physical), Foreign Languages and the Humanities (social studies, geography, civics, history, etc.).

Language and Literacy (the Communicative Arts):

All Village Schoolhouse children will attain reading proficiencies at their respective levels and will acquire an appreciation of literature. There will be a de-emphasis on basal approaches with literature (including trade books and student created works) as the major vehicle for reading readiness and mastery. Speaking, writing and listening skills will be emphasized at all levels and opportunities for creative endeavors within this discipline will be nurtured and encouraged.

Mathematics:

After the establishment of mathematics readiness skills, all students will be exposed to hands on learning to firmly establish mathematical concepts. From this attainment, high levels of mathematical proficiency will flow naturally. Rote learning will be de-emphasized. Older students in the South and West Houses will have opportunities to take algebra, geometry, trigonometry, calculus and probability and statistics.

Science:

The environmental focus of the Village Schoolhouse will of necessity provide opportunities for scientific studies. Physical, earth and life sciences will purposefully taught at all levels. The Village Schoolhouse will place a high value on developing comfort levels and proficiency in the sciences for all students. The school is committed to providing students with materials necessary for the implementation of a rich and varied curriculum. As in all disciplines, students will have opportunities to apply scientific principles which have been learned.

Foreign Languages:

All children at the Village Schoolhouse will have an appreciation for and understanding of a second language. Our young learners will enjoy the conversational and cultural aspects of a language. Older students will expand upon their second language proficiency to include reading and writing. Spanish and Latin will be the primary languages, however, other languages will be offered during the expanded day. International student exchange programs will be encouraged.

Humanities:

The humanities, including history, civics and geography will be taught conceptually so that content will not be overly emphasized at the expense of effective citizenship skills. Studies will begin in the early grades and continue throughout the years. Related subjects including economics, politics and the legal system will be taught. Economic, social, political, environmental and technological perspectives will guide content investigations. Culture, interdependence, nation/state and empathy will be important concepts around which content will be explored.

Character education and opportunities for students to clarify their values in non-judgmental exploration as well as examine diverse cultural value systems will be provided for at the Village Schoolhouse. Athletic programs will encourage good sportsmanship, students government and other activities will be opportunities to model collaborative interaction. The elements of peaceful resolution will be part of the culture and climate of the Village Schoolhouse. All Village Schoolhouse students will participate in community service activities. The environment, the elderly and children in need will form the nucleus for our community service learning activities. Additionally the care of the school property will be shared by all.

Practical Life Skills are crucial to all citizens' survival. The deliberate inclusion of life skills is frequently neglected except in teaching students who are deemed "at-risk." The Village Schoolhouse will impart these vital skills to all students in every house. For example, our younger students will learn practical telephone techniques and emergency procedures. Simple construction projects using safe tools and machines will enhance fine and gross motor skill development. Garden-tending and planting are further examples. Older students will engage in projects which teach life skills such as, automobile maintenance, driving instruction, basic electronics, marine mechanics, construction, first aid and CPR, resume writing, interviewing techniques and common daily

activities which are math based, such as check writing and banking. Cooking and nutritional considerations will be an on-going part of the educational program. The traditional vocational technical subjects will flow out of this keystone into the others.

The keystone focusing on Creative and Physical endeavors will include music (vocal and instrumental), drama, dance and creative movement, visual arts, health and physical fitness. This keystone allows for numerous opportunities for active learning. Performance reinforces self esteem and good communication and interpersonal skills. Creativity expands the disciplines and allows creative expression. Multi-cultural perspectives are a natural outcome. Fitness for a healthy life allows all members to become involved. Health related issues which are vital in contemporary society will be addressed here and in other appropriate disciplines, for example AIDS awareness education is not only a health issue, but has geographical, social, ethical and cultural implications. All of these factors need to be considered in a non-judgemental manner. All traditional academic disciplines should include creative arts perspectives.

Technological skills must be considered basics for tomorrow. The Village Schoolhouse program will build these basics into all aspects of the student's academic and personal learning. Opportunities for collegiate level and post-secondary studies will be provided for at the Village Schoolhouse, thus supporting our commitment to high standards and a balanced curriculum.

We recognize that the above statements are broad. This educational program is deliberately rudimentary so that a meaningful curriculum development process may take place. Content, concepts and skills will be interwoven at all times so that students will have every opportunity to build upon the essential elements of learning. The core curriculum will serve to enable all students to attain appropriate levels of mastery.

B. What is the basis for the teaching methods to be used?

The basis for teaching methods utilized in the Village Schoolhouse will be to match teaching and learning styles. This will reinforce our philosophy that everyone has special needs and learns in diverse fashion. Traditional lecture-type instruction will be minimized and only employed when appropriate. Visual, auditory and tactile kinesthetic learning opportunities will provide for expanded pupil mastery. Small group and individual instruction will be implemented along with cooperative learning. As previously stated, opportunities for hands-on learning will be provided in all subject areas. Teachers will also employ skilled questioning techniques built around Bloom's taxonomy of learning objectives. Incorporating these vital strategies will encourage higher order.

thinking.

Effective teaching methods will also create a climate which is mutually supportive and non-threatening. Risk-taking will be encouraged and mistakes will be viewed as opportunities for further growth rather than as obstacles.

In light of the fact that we view all disciplines as academic, students with exceptional talent in what might be a traditional non-academic area will be recognized as important and worthy of support and encouragement. A gifted painter will be valued as much as a gifted mathematician.

C. Describe the school calendar and hours of operation of the school.

A proposed school calendar, Addendum 14, is enclosed for review. It is structured to provide for core instructional hours and allows for expanded school opportunities for learning. It also provides for additional care for children related to curriculum, thus going beyond traditional daycare. The summer months provide opportunities for enrichment, physical activities and creative endeavors.

The Village Schoolhouse will be open from 7:30 a.m. until 6:00 p.m. for student learning and activities. The morning gathering will begin at 9:00 a.m. and core curriculum will be taught following the gathering until approximately 2:00 p.m.. Children will gather together at noon for lunch followed by play and physical activities. The afternoon hours will offer meaningful learning opportunities, such as, tutoring, artistic endeavors including music, visual arts and theatre, chess and other game instruction, sports activities, creative movement and dance, individual and group project time, research time and general study time. Attendance will be optional, but activities will be so interesting and diverse that we are confident many students will want to attend. Because all faculty will be available until 4:30 p.m., there will be extended opportunities for learning. Additional personnel with creative and performing arts and physical fitness/sports backgrounds as well as supervisory personnel will be available until 6:00 p.m. offering working families high quality childcare.

The Village Schoolhouse is committed to offering educational and recreational opportunities during the summer months as well to both the school community and the community at large. Plans for this program shall remain separate from the school year for the time being and the school model and budgets proposed in this application will not reflect the summer session.

11. STUDENT PERFORMANCE

A. Describe your proposed plan to assess student performance.

The Village Schoolhouse will adhere to the Standardized Test procedures of the public schools at required grade levels. In addition to those standardized tests, the school will make an effort to administer commercial tests which are as bias free as possible. These tests will be a part of the overall assessment process of the Village Schoolhouse.

Continuous assessment of student, teacher, as well as parental involvement and constant communication between all parties are essential elements in an effective teaching and learning environment. In light of the fact that parents are such an integral part of the Village Schoolhouse, on-going dialogue will be normal and encouraged. Teachers will have direct access to parents, and parents to teachers, through the use of telephones in each house, daily journals which go back and forth between home and school, improvement and accomplishment letters and, eventually, on-line computer access. Technology makes 2-way communication easier today and will be utilized to its fullest extent within budgetary limits.

The IEP, Individualized Education Plan, and the Learning Improvement Agreement will be important tools in the assessment process. Each term, the IEP will be reviewed during conferences between student, parent and teacher(s). The Learning Improvement Agreement will be reviewed and updated each term and success of all participants will be measured. Academic and behavioral goals will be jointly established. The evaluative process will be diagnostic and developmental. The approach will be positive, praising accomplishments and jointly working out plans for attainment of future goals. Accountability for these goals will be an outcome of this process.

Conference days are noted on the school calendar (see Addendum 14), but by no means are all conferences limited to these days. In fact, home visitation will become an integral part of the conferencing process. Conferences will include all members of the learning team...student, parent(s) and teacher(s).

Written observation in narrative form will be another important part of the assessment process. Checklists will be used to compile meaningful narratives. Management systems available within computer learning programs will be another tool used in skill mastery assessment. Observation and technology will work hand-in-hand.

The Village Schoolhouse will use a portfolio approach, collecting relevant samples of student work throughout the year. There will be an audio and video component to the portfolio.

Student projects will be evaluated each term. Final term projects will be somewhat comprehensive, inter-disciplinary in nature and developed by students to further explore areas of interest, using skills learned in the previous terms.

An annual assessment will summarize each student's accomplishments for the year. Specific skill levels will be reviewed in relation to the expectations of the school. Formal conversations between student, parent(s) and teachers, the learning team, will become a part of the transitional process from house to house or upon attainment of key benchmarks.

Upon graduation, students will be issued a final report, comprised of the student's record, accomplishments and an evaluation of the student's performance in relation to state and/or national standards.

A key component in the assessment process will be the establishment of a team from the Village Schoolhouse which will convene to review the assessment of the student in order to create a comprehensive profile. House Coordinators will function as evaluation facilitators.

The Village Schoolhouse is committed to developing a comprehensive assessment process which is outcome based, and which includes both formative and summative evaluation. Opportunities for teachers, parents and students to evaluate themselves and one another need to be made available. Progress needs to be measured against previous performance as well as external factors. Our goal is to improve student learning while maintaining student self-efficacy and to equip each student to continually assess his or her own progress and take appropriate steps to improve and attain desired goals.

B. What remediation will be available for underperforming students?

The Village Schoolhouse will have small classes allowing for a great deal of individual attention. Teaching styles, adapted to different learning styles, will avoid much of the frustration felt by students who are neglected or passed over. Clearly, there will be students who require additional assistance to master concepts and skills. In order to assist these students, the Village Schoolhouse will offer the following:

- 1) After school tutoring, previously mentioned in the expanded VSh 11.2

school day concept in Part II, #10C, will be offered to students after the core subjects are taught. Tutors will include Lead Teachers, Interns, Parent and Community Partners and students.

2) Mentoring, in classroom settings will assist less able students to master difficult material. Students with strength in one discipline will assist students having difficulty. Every student will be a contributor to the education of another student.

3) Computer programs will provide a positive approach to remediation. Students work at their own levels in subjects assigned by the teacher and custom designed homework assignments focusing in on specific skills which need improvement will be generated automatically. All students will benefit from the use of computer curriculum designed to allow them to work at their own level and speed. In addition, student's reports generated by computer will assist teachers in specifically identifying student strengths, weaknesses and overall improvement.

4) Projects and hands-on learning experiences will incorporate multi-sensory and tactile kinesthetic opportunities. Students with written or oral communication difficulties will benefit from these approaches. For example, a student with reading difficulties may have mechanical skills allowing him or her to fix or construct complex structures. Students will be able to experience success more frequently, thus building self esteem, because of the varied approaches used at the Village Schoolhouse. Opportunities such as involvement with Outward Bound or renovation of dune shacks will be considered. (Come to Cape Cod to find out more about "dune shacks"...smiles!)

5) The Summer Program will offer students the opportunity to continue learning during the summer and to reinforce skills learned during the year. It will also allow students who are lacking essential skills in specific disciplines to acquire the necessary skills to proceed in the next term.

C. How will the development of skills be measured?

As previously stated in Part II, #11A, student assessment will be outcome based. The Village Schoolhouse will have specific outcomes determined for each student and attainment of these outcomes will be required prior to transitioning to the next House. IEP's, Learning Improvement Agreements, written observations, portfolios, project evaluations and standardized tests will all serve to measure the development of skills.

12. SCHOOL EVALUATION

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The Learning Improvement Agreement is a key component not only in student assessment, but also in teacher and school assessment. If a student is not achieving stated goals, then all parties must examine their role in the process. Determinations regarding the revision process will be carried out collectively and stress more realistic goal attainment.

Parents, students and community members will also be able to evaluate the effectiveness of the school through participation in curriculum advisory groups, by becoming parent and community partners with the school, through active participation in the Board of Trustees or by direct communication with the Board of Trustees, Executive Director, House Coordinators and Lead Teachers.

A sub-committee of the Board of Trustees (modeled after the School Council) will be established. This will be one of the chief vehicles for on-going school assessment. The sub-committee will be responsible to assess school performance and will use as its model the management by objectives approach (see Addendum 15). Each aspect of the school, such as, curriculum, finance, administrative procedures, facility, fundraising, etc., would be evaluated and the findings published in the Annual Report to the school community and the Executive Office of Education.

Open and direct communication will be the norm at the Village Schoolhouse. However, protocols for making suggestions and airing concerns will be established. This will help, when for one reason or another, individuals are not comfortable directly speaking to teachers or other administrative personnel.

B. How will the school establish regular dialogue with parents? With the community?

Much has been said already about the collaborative nature of the Village Schoolhouse. Regular dialogue with parents will be established through the following measures:

- 1) the teaching model includes the presence of parent partners in the classroom, enabling them to have direct participation in the teaching and learning environment

2) the student assessment process directly involves parents in IEP and Learning Improvement Agreement development and review

3) parents will be contacted regularly by phone, through daily journals, through use of on-line computer systems, through letters of improvement and accomplishment, home visitations and conferences

4) parents will have access to school for drop-in visits, Parent/Teacher/Student organization meetings, student performances and exhibits and observation

5) a community bulletin board will offer information to parents about school events and service-the community access Cable Television Stations will do the same

6) a school newspaper, generated by the students, will be distributed to all members of the school community

7) parents will have the opportunity to serve in a variety of capacities, including participation on the Board of Trustees, the sub-committee of the Board, curriculum advisory groups, serving as parent volunteers for field trips, school maintenance, fund raising, hospitality committees, etc.

The community at large will be part of the collaborative process as well. Dialogue will be established by:

1) the presence of community partners in the classrooms

2) invitations to the community through print and radio advertising and press releases for student performances, exhibits, sporting events and fund raising efforts

3) newspaper columns which discuss educational reform and innovative teaching and learning

4) community bulletin board offering student services and publicizing events as well as the use of the community access Cable Television Stations

5) community service learning commitments will establish on-going dialogue with segments of the community and provide a direct benefit to the residents

6) opportunities for community-wide enrichment will exist at the school both during the summer and calendar school year- these will be publicized through brochures and advertisements

13. HUMAN RESOURCE INFORMATION

A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

A model of the total Village Schoolhouse Community (see Addendum 4) and an organizational chart of personnel, the Village Schoolhouse Instructional Model (see Addendum 5) have been created to enable readers to see the total entity. The Board of Trustees will hire the Executive Director. The Executive Director and the Board of Trustees will interview and select House Coordinators (Master Teachers), Lead Teachers and Interns. House Coordinators and Lead Teachers will select Parent and Community Partners.

Recruitment efforts will utilize networking through higher education. The Fordham University Fellowship Program will be a resource in hiring graduates and for the placement of interns. Additional partnerships established locally will also provide opportunities for recruitment of staff.

Our efforts to recruit ethnic and linguistic minorities include collaboration with organizations, such as, the Affirmative Action Cooperative in Concord, Massachusetts. This organization works with many school systems to extend the outreach for staff enrichment. Teachers, who are presently employed in the Public Schools, will be encouraged to apply for available positions. Parents and community members will be a part of the screening and hiring process.

In order to fully understand the hiring process, both job descriptions and credentials required, need to be described. The following is an initial draft of these areas for each position (teaching and administrative) at the Village Schoolhouse. The Board of Trustees, once established, will review and refine job descriptions and credential requirements.

1) Executive Director (1 position) (Salary:\$30,000):

- . the Executive Director is the educational leader, a visionary who provides expert assistance in the areas of curriculum and instruction
- . responsible for day to day operations of the entire school
- . supervises student recruitment
- . responsible for facilitating curriculum development and curriculum implementation
- . recruits teachers and other personnel
- . communicates with the Board of Trustees
- . in charge of staff development and assessment

VSh 13.1

- . reviews assessments
- . works with business partners and resource partners

Candidates for this position must have, at a minimum, a masters degree, hold a certificate to teach in Massachusetts and have at least 8-10 years of teaching and/or administrative experience, preferably with more than one age grouping. Previous experience as an Assistant Principal, Principal and Curriculum Coordinator is desirable, as is business and higher education experience.

2) House Coordinators-Master Teachers (2 positions) (Salary:\$28,000)

- . responsible to coordinate activities of 2 houses and be a mentor to Lead Teachers
- . maintain a teaching schedule with all groups within 2 houses
- . responsible for implementation of curriculum, assisting teachers with learning new materials, facilitate curriculum development by teachers, parents and community and review all curriculum
- . assessment facilitator for teacher and student assessment
- . involvement in hiring and staff development
- . accountable for student and teacher performance in 2 houses

Candidates for these positions must have a masters degree and certification is preferable. A minimum of 6 years teaching experience, in at least one of the grades which are being coordinated, is required. Evidence of exceptional teaching ability must be provided through references, observation, etc. and all records must indicate a successful educational experience.

3) Lead Teachers (8 positions) (Salary:\$25,000):

- . responsible for education of students in multi-age groupings, including preparation of daily lesson plans
- . assessment of students
- . coordinators of the educational team (student, parent, teacher)
- . responsible for regular communication with parents through phone conversation, daily journal writing, periodic improvement and accomplishment letters, etc.
- . preparation, with the team, of IEP's and Learning Improvement Agreements
- . home visitations and conferences with students and families
- . development and assessment of parent and community partners

The Lead Teachers must hold a bachelor's degree and have at least 4 years of age appropriate teaching experience.

4) Interns/Fellows (6-8 positions) (Stipend:\$2,000):

The Interns/Fellows group will be comprised of 50% graduate students and 50% undergraduate students and will be drawn from Higher Education partners. They will be supervised and observed by the House Coordinators, Lead Teachers and the Executive

Director. On-going assessment and contact with the institution of higher education will take place to assure success of the candidates.

- . Interns will be teaching assistants in the classroom under the direction of the Lead Teacher
- . instructional and curriculum design responsibilities
- . Interns will experience all aspects of school life and will be part of the educational team, thus being a part of the assessment and educational planning processes
- . Interns will take part in all staff development programs and teacher assessment activities

5) Parent and Community Partners (8+ positions) (Volunteer):

- . responsible for general assistance and classroom instruction in cooperation with the Lead Teacher and other team members
- . in charge of organizing parent volunteers for various functions, field trips, school projects, etc.

Teaching experience and a bachelor's or associate's degree are desirable for this role, but not required. Previous work with school age youth is beneficial. Partners need to be positive role models. Individuals continuing higher education will be excellent candidates.

6) Specialty Consultants (9 positions) (Salary: see Preliminary Budget, Addendum 16):

The areas of music, art, drama, public speaking, dance, sciences, health, fitness and foreign language will require individuals with special skills. These Specialty Consultants will have time commitments and salaries commensurate with the amount of time involved. The Preliminary Budget further defines hours and compensation.

- . responsible for coordination of specializations on a school-wide or multi-house basis
- . responsible for assisting teacher and staff with the integration of the specialization into daily learning, being certain that a perspective of the specialization has been considered in subject matter when possible (example: history of Colonial times should include music, art, dance architecture, machinery and technology available and other scientific endeavors of the period, etc.)
- . teaching responsibilities-numerous houses
- . teach the teachers to be extensions of themselves in the classrooms
- . curriculum design and implementation

Specialty Consultants (specialists, teachers) should have a bachelor's degree at a minimum or considerable performing/artistic

experience. Exceptions may be made in unusual circumstances. Teaching experience is desired at a variety of levels due to the school-wide or multi-house nature of the assignments.

7) Expanded Day Supervisors (3 positions) (\$10/hour):

Additional support staff will be required to supervise students in the afternoon hours. These Supervisors will supplement the other teaching and administrative staff on site.

- . responsible for facilitation of meaningful projects and learning opportunities and recreational opportunities in a less structured setting
- . encourage fair and collaborative free play
- . assist in peaceful conflict resolution

It would be desirable for these individuals to have previous day care or teaching experience, depending on the ages of the students being supervised. Good interpersonal skills and an ability to facilitate recreational activities and games will be essential.

8) Administrative Staff (1 Secretary, 1 Financial Assistant)
(Salary: \$17,500 each):

The Executive Director will hire both the Secretary and Financial Assistant. Each will need practical computer skills related to their fields (Word Perfect, Lotus or other spreadsheet program, Database Management programs, etc.). The Secretary will handle all student and instructional database management, correspondence, etc., provide assistance to teachers in assessment preparation when necessary, handle school inquiries, maintain student files, etc.. The Financial Assistant will be responsible for budgetary preparation (inputting only), accounts payable, coordination with the State for accounts receivable, petty cash reconciliation, personal reimbursements for staff expenses, possible fund raising account management (may be a Board of Trustees function) and other fiscal matters. Some business or accounting experience is desirable.

The staff size has been addressed in the previous paragraphs as well as in the Village Schoolhouse Instructional Model (see Addendum 5), Refer also to the Preliminary Budget (see Addendum 16) under salaries.

B. How will teachers and administrators be evaluated? How often?

Teachers and Administrators will have cooperatively designed contracts. Teachers contracts will be developed with the Executive Director. The Executive Director will design his or her contract

with a designated person on the Board of Trustees (most likely the Chairperson).

From the work contract the Professional Development Agreement will evolve. With this agreement, each person will arrive at a mutually agreed upon process whereby they are evaluated.

Lead Teachers and Specialty Consultants will be evaluated by 1) formal observation, 2) fulfillment of school related responsibilities, such as, home visitations, effective communication with parents, technology proficiency, etc. 3) fulfillment of additional activities as specified in the Agreement, such as, the development of a museum related curriculum, or developing a working knowledge of the Japanese alphabet, etc. This approach will support our philosophy which says everyone is teaching and learning.

House Coordinators will be evaluated in much the same manner, however, program management, assessment and curriculum supervision will be school related responsibilities as well.

The Executive Director will be the primary facilitator in the above process and will put into place a mechanism for performance review which encourages input from parents, students and other teachers in a pro-active and constructive manner. This process will be further evidence of the spirit of collaboration. Self assessment will also be an integral part of the overall process.

The Executive Director will be evaluated by all parties, Board of Trustees, teachers, parents and students. The Board of Trustees will design and implement a formal process for this review. The Executive Director will be accountable for student learning, fiscal management and physical plant, leadership, communication effectiveness and all responsibilities as stipulated in the job description. The Executive Director will have a Professional Development Agreement as well. Additionally, the Executive Director will have the option of having another professional, with similar responsibilities, from another institution be a part of the evaluation process. This interaction would stimulate a healthy interchange of ideas based on sharing and collaboration. Self evaluation will, once again, be a part of the process.

Assessment will be on-going according to the terms of the Professional Development Agreement. Periodic (frequency to be determined) reviews and written assessment will occur during the year.

There will be no tenure or long term contracts granted and our teachers will not be a part of any bargaining unit. Performance requirements must be continually met in order for a relationship

to continue. All efforts will be made by all parties to assure individual and collective success and high achievement.

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefits packages and staff development.

Salaries have been previously discussed in Part II, #13A and in the Preliminary Budget (see Addendum 16).

Contracts have been briefly described in Part II, #13B. Teachers will be non-union, unless on leave from an existing school district. In that case, no bargaining unit will be employed on behalf of the teacher. Such language will need to be developed in the contract. Assistance from the Executive Office will be appreciated in this area. We will also seek advice from legal counsel on this matter. Teachers will meet performance requirements stipulated in their contracts and professional development agreements. Performance indicators will determine whether teacher and staff contracts are renewed. As mentioned previously, every effort will be made by all parties to assure success of the faculty and staff.

The Village Schoolhouse will be an equal opportunity employer and will seek opportunities to hire ethnic and linguistic minority teachers and staff. Positions will be posted and advertised before interviews are scheduled and a decision is made. As stated previously, the Village Schoolhouse will not, at any time, discriminate on the basis of race, color, gender, creed, religion, politics, marital status or physical challenge.

The assessment process is the basis for the decision to dismiss. At all times, the individual would be afforded due process under the law. Procedures for dismissal will follow personnel guideline which will be established by the Board of Trustees. The process envisioned at this time is as follows:

- 1) Assessment report is completed and not satisfactory due to the fact that, for example, observation reports showed lack of material knowledge, the teacher did not communicate with parents as promised and the teacher did not attend staff development seminars during the quarter without notification of a conflict.

- 2) The House Coordinator and the Executive Director meet with the staff member to discuss these issues and plan action steps to correct problems and improve performance. The House Coordinator plans time to work with the staff member. Agreement is made to review progress on a certain date and to observe classroom instruction. All discussion is documented.

3) The observation once again reveals mediocre instructional presentation and other specific action steps are not taken by the teacher. At this time a written statement is given to the teacher which states that obligations of the contract and/or professional development agreement are not being met. The staff member may be given additional time at this point to improve (at the discretion of the Executive Director).

4) The documentation is then forwarded to a the assessment sub-committee of the Board of Trustees for review. They will either recommend action steps or termination if it appears further progress can not be made. The staff member will be given the opportunity to appear before the sub-committee to challenge the review. In the event of termination, a letter will be sent to the teacher indicating date of termination and remaining payment to be received for service rendered until the termination date.

It is our hope that the frequency of termination will be lessened through effective hiring procedures and staff development programs. Of course, immediate termination will be forthcoming for willful misconduct and ethical violations. Language for such a provision will be drafted by legal counsel so as to allow for due process.

The Village Schoolhouse will offer medical coverage to its staff. The carrier has yet to be determined. Dental benefits are desired also, but costs will have to be determined. Regular contributions to the Teacher Retirement System will occur as stipulated in the charter school legislation.

The Village Schoolhouse is committed to offering its personnel opportunities for continuing education through partnerships with higher education as part of its benefits package. Details have yet to be finalized in this area.

Staff development will be an important part of the Executive Director's position. The Board of Trustees will also have responsibility in this area. Frequent in-house seminars and workshops will take place for the Village Schoolhouse teachers and staff as well as teachers in the Lower Cape districts. We would like to be a center for professional development so that we will be able to assist other administrators with staff development, thus providing a valuable service to the community at large. Networking opportunities will be developed and expanded use of technology for teacher to teacher and administrator to administrator communication will be explored. Partnerships with higher education will allow for on-going education of the staff. Mentoring will also play an important role in staff development and will include an emphasis on reflective practice. Microteaching techniques (use of video tapes) will be commonplace and provide opportunities for improved teacher practice. Our House Coordinators (Master Teachers) will

assist in developing our Lead Teachers, who in turn will develop Interns and Parent and Community Partners. Once again, everyone is teaching and learning.

14. SCHOOL GOVERNANCE

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

At present, no plans have been made to hire outside management services. The school will more than likely contract payroll related services and will have accounting and legal assistance. Management of the school will be handled by the Board of Trustees and the Executive Director.

The internal form of management of the Village Schoolhouse has been addressed somewhat in the Human Resources section, Part II, # 13A&B. The Executive Director will manage day to day operations, manage the administrative and teaching staff and be a liaison to the Board of Trustees. House Coordinators will have management responsibilities for Lead Teachers and Interns. Lead Teachers will have some management responsibilities for Interns and Parent/Community Partners. Specialty Consultants will report directly to the Executive Director with dotted line responsibility to the teachers. The Board of Trustees will oversee the school operations and general educational direction.

Since collaboration is a basis for the humane interactions that will take place in the Village Schoolhouse, traditional management protocols will become more flexible in nature.

B. How will the Board of Trustees be chosen?

Nominations will be presented to the founders of the C-CAPE coalition. The founders shall henceforth be named the Village Schoolhouse Foundation. The Village Schoolhouse Foundation will review all nominations for consideration and selection. C-CAPE members as well as other interested parents, community members and teachers will be able to be nominated for the Board of Trustees. Diverse backgrounds will be sought to enable the Board to have expertise in many areas. Educators from the region will serve on the Board on a rotating basis. The exact number of Board members has not yet been determined. Additional working groups will be managed by the Board of Trustees, including the Assessment Subcommittee and Curriculum Advisory Groups (see Advisory Group Model, Addendum 17). The Board of Trustees will be established in the Spring of 1994.

C. Describe the roles and responsibilities of the board.

The Board of Trustees, a working board, will be responsible to oversee fiscal matters and approve budgets, hold the school to its mission and stated objectives, manage fund raising activities and accounts, be involved in the assessment process, manage curriculum advisory groups, be involved in public relations, and other endeavors to be established upon the selection of Board members.

The Board will be responsible to select the Executive Director. Additionally, a designated member of the Board will sign all contracts and Professional Development Agreements along with the Executive Director.

The founding members comprise the Village Schoolhouse Foundation and will function as an interim Board of Trustees until such time as the permanently appointed Board is put into place.

D. Describe the relationship of the board to teachers, administrators, students and families.

The Board will be a resource to teachers, administrators, students and families. It will gather information, collect ideas, create financial stability and facilitate open dialogue and collaboration.

It will also hold all members of the school community, including itself, accountable. Each member of the school community will make commitments to him or herself and to others. These commitments must be met in order for the community to succeed in its mission. True collaboration requires commitment to the agreed upon objectives.

The Board will be responsible for educating all members of the school community. Staff development as well as student curriculum will require Board of Trustee involvement.

Board members will be present at school functions and events and will be in the school on a regular basis in order to become familiar with students and their families. Opportunities must exist for regular communication between school community members and Board members. Board members will contribute information to the student newspaper and seek input from students and parents through this vehicle as well. Students and parents will have representation on the Board sub-committees and advisory groups.

E. Discuss the nature of parental and student involvement in decision-making matters.

Parent and student involvement is critical to the collaborative

process. It has been discussed in numerous sections thus far, however, in summary, parents and students will be involved in decision-making in the following ways:

- 1) parents and students will be part of the educational team and participate in IEP and Learning Improvement Agreement creation, implementation and review
- 2) parents and students will participate in the assessment process for themselves, teachers and administrators
- 3) parents will be able to be active members of the Board of Trustees and both parents and students can be members of Advisory Groups established by the Board
- 4) parents can become parent partners and directly participate in classroom instruction
- 5) parents and students will be active members of the Parent/Teacher/Student organization
- 6) students will direct student government activities and be able to implement ideas through this vehicle

F. Discuss the nature and extent of community involvement in school activities.

Much has also been said about the involvement of community in the Village Schoolhouse and conversely, the involvement of the Village Schoolhouse in community. Community members will be involved in many ways. They will serve as partners in the classroom and as business partners. Resource partnerships will involve the community at large. Members of the Board of Trustees or its sub-committees and advisory groups will also come from the community. Community artists, musicians, guest experts and teachers will be invited to the classroom. Students, in turn, will be regularly involved in community service commitments.

15. BUILDING OPTIONS

A. Describe your present options for a school building.

We currently have many options for the Village Schoolhouse site. Analysis of these options is presented in the Site Analysis (see Addendum 7). We continue to examine potential sites for the school.

B. Demonstrate how this site(s) would be a suitable facility for the proposed school.

The Site Analysis (see Addendum 7) also addresses the question of suitability as far as numbers of students, feasibility and financial considerations are concerned. No facility would be listed which was not acceptable for student use but some have exceptional potential or offer unique environments for learning. These will be labeled with an asterick next to the name of the location.

C. Discuss any progress or future plans for acquisition of a school building.

At present we are primarily considering leasing opportunities. We will work toward establishing a building fund in order to pursue construction or purchase of an existing building.

D. Describe financing plans, if any.

We have made contact with several lenders to begin preliminary discussions of financial matters, in general. At present we have no specific financing plans. We intend to keep you abreast of all developments as they occur.

CHARTER APPLICATION: ADDENDA

Addendum 1

DEMOGRAPHICS & ECONOMIC DATA

Lower Cape Population 1990 Census

| TOWN | POPULATION | % OF GROWTH FROM 1980 | % PROJECTED GROWTH 1990-2000 |
|--------------|------------|--------------------------|------------------------------------|
| Brewster | 8,440 | 61.50 | 26.0 |
| Chatham | 6,579 | 8.37 | 8.0 |
| Dennis | 13,864 | 12.17 | 4.0 |
| Eastham | 4,462 | 28.51 | 11.0 |
| Harwich | 10,275 | 14.54 | 10.0 |
| Orleans | 5,838 | 10.03 | 11.0 |
| Provincetown | 3,561 | 0.71 | 3.0 |
| Truro | 1,573 | 5.85 | 11.0 |
| Wellfleet | 2,493 | 12.86 | 12.0 |

Most of this area ran well above state growth of 4.87% from 1980-1990. Between 1980 and 1990, Barnstable County, which is made up of the 15 Cape towns, had the second highest growth rate of the 14 Massachusetts counties.

Sources: U.S. Census of Population, 1990
Cape Trends; Demographic and Economic Characteristics and Trends, 1994, published by Cape Cod Commission

Lower Cape School Enrollment 1992

| TOWN | K - 6 | 7 - 8 | 9 - 12 |
|--------------|-------|-------|--------|
| Brewster | 813 | 193 | 328 |
| Chatham | 357 | 100 | 187 |
| Dennis | 1,121 | 260 | 472 |
| Eastham | 397 | 108 | 156 |
| Harwich | 803 | 206 | 350 |
| Orleans | 345 | 105 | 158 |
| Provincetown | 176 | 46 | 98 |
| Truro | 109 | 22 | 41 |
| Wellfleet | 221 | 52 | 73 |

Source: Cape Trends

Median Household Income of Lower Cape
1989

Of the 15 towns on Cape Cod, most of the Lower Cape towns are at the lowest median income levels. (Note: Rank is expressed in descending order; lowest rank = highest income)

| TOWN | MEDIAN HOUSEHOLD INCOME | RANK IN COUNTY |
|------|----------------------------|----------------|
|------|----------------------------|----------------|

| | | |
|--------------|--------|----|
| Brewster | 34,935 | 2 |
| Chatham | 31,315 | 8 |
| Dennis | 27,900 | 12 |
| Eastham | 31,339 | 7 |
| Harwich | 28,259 | 11 |
| Orleans | 29,519 | 9 |
| Provincetown | 20,487 | 15 |
| Truro | 28,333 | 10 |
| Wellfleet | 24,149 | 14 |

These figures all fall below the state median household income of \$36,952 by anywhere from \$2,017 to \$16,465.

Source: U.S. Census Data 1990

Per Capita Income on Lower Cape
1989

| TOWN | PER CAPITA INCOME | RANK IN COUNTY |
|------|-------------------|----------------|
|------|-------------------|----------------|

| | | |
|--------------|--------|----|
| Brewster | 16,552 | 6 |
| Chatham | 18,471 | 2 |
| Dennis | 15,536 | 8 |
| Eastham | 16,004 | 7 |
| Harwich | 15,020 | 11 |
| Orleans | 19,249 | 1 |
| Provincetown | 14,955 | 13 |
| Truro | 15,391 | 9 |
| Wellfleet | 14,581 | 14 |

Towns fall below state per capita income of \$17,224 in all but two towns.

Source: U.S. Census Data, 1990

Persons Below Poverty Under 18 Years Old

| TOWN | NUMBER | % OF ALL CHILDREN |
|--------------|--------|-------------------|
| Brewster | 325 | 8.2 |
| Chatham | 171 | 9.4 |
| Dennis | 81 | 8.8 |
| Eastham | 468 | 18.5 |
| Harwich | 101 | 5.2 |
| Orleans | 197 | 10.3 |
| Provincetown | 83 | 16.2 |
| Truro | 25 | 8.4 |
| Wellfleet | 112 | 25.7 |

Source: Cape Trends
U.S. Census Data, 1990

Families With Income Below Poverty Level

| TOWN | NUMBER | % OF ALL FAMILIES |
|--------------|--------|-------------------|
| Brewster | 112 | 4.7 |
| Chatham | 64 | 3.4 |
| Dennis | 361 | 8.9 |
| Eastham | 93 | 6.9 |
| Harwich | 148 | 4.8 |
| Orleans | 41 | 2.5 |
| Provincetown | 90 | 13.0 |
| Truro | 23 | 5.0 |
| Wellfleet | 58 | 8.4 |

Source: Cape Trends
U.S. Census Data, 1990

Lower Cape Unemployment Rates
Average-1992

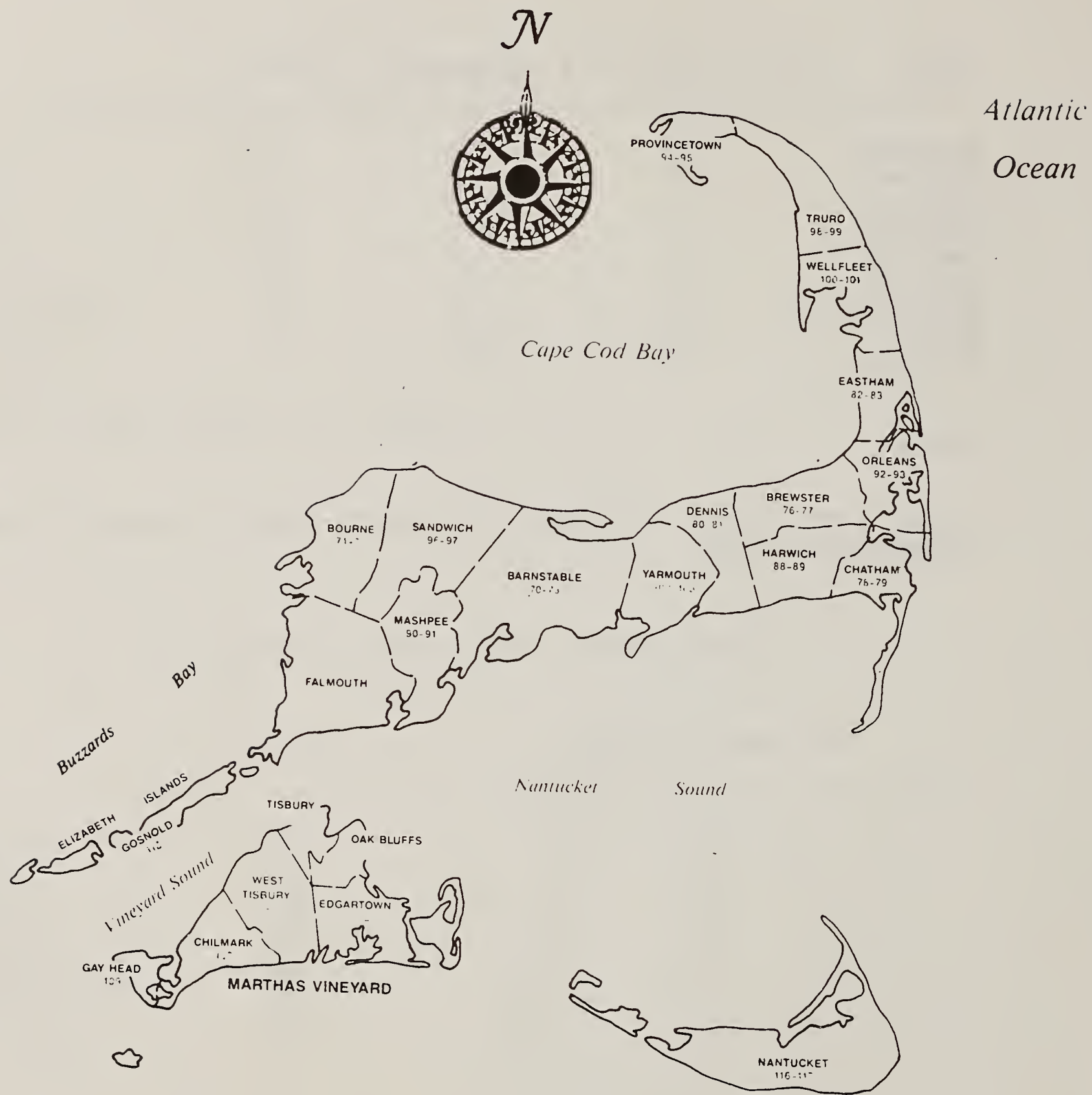
| TOWM | % UNEMPLOYED |
|------|--------------|
|------|--------------|

| | |
|--------------|------|
| Brewster | 7.6 |
| Chatham | 7.6 |
| Dennis | 11.9 |
| Eastham | 9.3 |
| Harwich | 9.4 |
| Orleans | 8.0 |
| Provincetown | 31.5 |
| Truro | 18.4 |
| Wellfleet | 13.0 |

| | |
|-------|-----|
| State | 8.5 |
|-------|-----|

In all but 3 towns, all Lower Cape towns exceed the state average unemployment rate.

LOWER CAPE MAP



Addendum 3

CORRESPONDENCE

P.O. Box 3127
Wellfleet, MA 02667
February 14, 1994

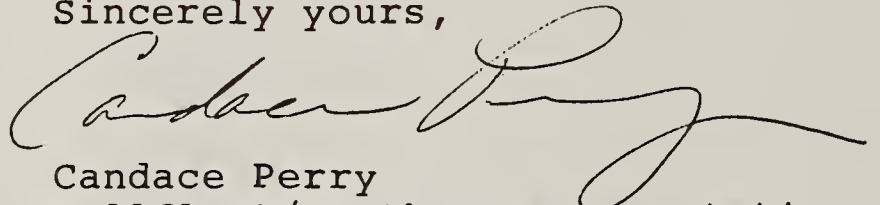
Peidad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

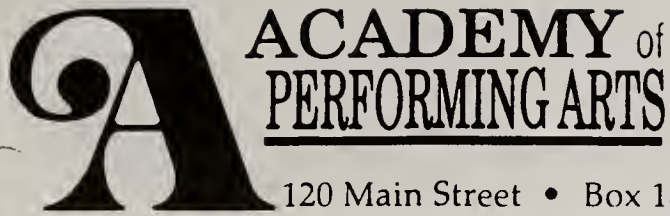
It is with great pleasure that I write this letter of support for the proposed charter school, the Village Schoolhouse. I currently serve on the Nauset Regional School Committee, and while I am a staunch advocate for public schools, I am often discouraged by the limitations in creativity, problem solving and community involvement in the Nauset schools as they currently exist. I am very excited at the prospects of having a public school here on the Cape which recognizes the need for the collaborative process, which will place a high value on diversity and multi-culturalism, and which plans a curriculum designed for the total learner. I am impressed that the visionaries of the Village Schoolhouse consider moral and ethical standards to be as important as standardized test scores. Their goal to enrich children, parents, teachers and the community should be the goal of every public school.

I know that the people who have worked on this proposal are dedicated citizens and committed educators. Many of us who live in this part of Cape Cod realize that it is time to create an alternative school, and Education Reform makes such creation possible. If I can be of any assistance to your office, please do not hesitate to call me at 508/349-1922.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Candace Perry", written in dark ink.

Candace Perry
Wellfleet/Eastham Representative
Nauset Regional School Committee



120 Main Street • Box 1843 • Orleans, Cape Cod, MA • 02653

School/ Administration: (508) 255-5510

Playhouse Box Office (508) 255-1963

February 13, 1994

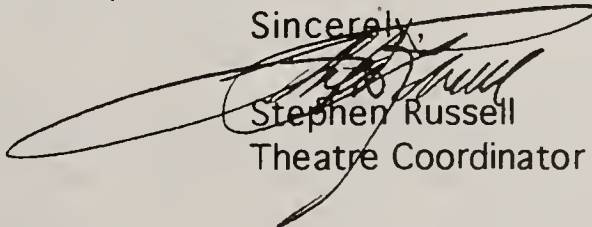
Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robinson,

I am writing to you to express my wholehearted support for Cape Codders for Alternative Programs in Education (C-CAPE) and their efforts to establish a charter school on the Lower Cape. I am both an Arts Administrator and the father of two pre-school age boys and I am deeply concerned with the quality of education available on the Lower Cape. While I believe that the public schools do have the students best interests at heart, I also believe that the availability of more options for Lower Cape students will improve the quality of education all around. So many of the goals of C-CAPE are identical with those of The Academy of Performing Arts and I look forward to the opportunity to work with this group to help provide a truly integrated arts curriculum for the school.

I think the Charter School movement is a great leap forward for education in Massachusetts and I applaud the state for its initiative in providing this opportunity. As a citizen of the Lower Cape and can assure you that the need for this kind of educational opportunity is very pressing here and I urge you to support this application in particular.

Sincerely,



Stephen Russell
Theatre Coordinator

December 28, 1993

Susan M. Swap, Ph.D.
Wheelock College
200 The Riverway
Boston, MA 02215-4176

Dear Dr. Swap:

I am writing to thank you for our recent telephone conversation related to our efforts here on lower Cape Cod to establish educational alternatives. Our goal is to submit a formal proposal to create a charter school.

I have attached a copy of our letter of intent which will further elaborate on this endeavor. As I mentioned to you, a major component of our vision of a truly unique school, will allow for partnership opportunities with institutions of higher education. Additionally, this school will be designed to enhance opportunities for the clinical training of future teachers and support personnel.

I do hope as we move along in this process, that there will be enough interest from you and your colleagues at Wheelock, to open dialogue for the purpose of exploring a potential partnership. I shall call your office during mid-January to arrange a meeting.

Thank you again for your consideration.

Sincerely,

Margaret Hand Perkins, Ed.D.



CENTER FOR COASTAL STUDIES

A Private Non-Profit Organization for Research, Education and Conservation in the Coastal & Marine Environments

59 Commercial Street • P. O. Box 1036 • Provincetown, Massachusetts 02657 • Telephone: (508) 487-3622

Margaret Hand Perkins, Ed.D.
P.O. Box 278
Eastham, MA 02642

February 10, 1994

Dear Margaret:

The Center for Coastal Studies supports the Cape's efforts to establish a public charter school as provided for in the 1993 Massachusetts Education Reform Act. We received requests for our support from the Charter School Parents Group and the Cape Cod Lighthouse School Association. At this point, because we know very little about the details of your proposal, I'm expressing support for the concept of charter school education and wish to be kept informed as this effort progresses.

The Center for Coastal Studies is a research facility focused on the marine habitats and marine mammals. The Conservation and Education division at the Center is actively involved in local public education outreach efforts. Our programs are geared at sharing our expertise and strengthening the public's understanding and appreciation for the marine environment through scientific inquiry and research. The Center's research is translated for the public and often applied to issues dealing with marine mammal and marine habitat protection.

We are open to pursuing an association with the charter school movement which eventually might include our assistance in organizing a stronger interdisciplinary and thematic approach to public education. We might also act as a marine science resource for teachers and their students. This would be a continuation of our current involvement in such programs with the public schools on the outer Cape. We hope to see these admirable charter school efforts dove-tail with the present public school programs as much as possible.

The Center for Coastal Studies wants to go on public record as supporting the small Outer Cape's Public Schools which are actively increasing their efforts to provide the type of education called for by the charter school movement. A stronger Cape-wide effort will only enhance this movement. We feel that the charter schools and the current public schools can co-exist and will compliment each other's educational efforts. Thank-you for the opportunity to take part in your efforts at providing quality public education.

Sincerely Yours,

David DeKing
David DeKing,
Executive Director

Post Office Box 278
Eastham, MA 02642

February 14, 1994

Mr. Don Bakker
Chair, History Department
Nauset Regional High School
North Eastham, MA

Dear Mr. Bakker:

I am writing to congratulate you and the "Lighthouse" group for your efforts to bring alternative educational opportunities to the Lower Cape. Your activities appear to expand school choice options for all Commonwealth citizens. The most recent press conference and various media endeavors indicate that you and your colleagues are committed to getting the word out to the community.

Since our "chance" meeting several months ago, (in Ben & Jerry's), the group I have been working with has made significant progress towards our goal to submit a charter school plan and seek approval for a 1994 opening. As you may recall, I stated that our efforts would concentrate on a comprehensive K-12 school. I had hoped, after our initial talk, that we would continue our conversations around common goals and expectations. Unfortunately, this dialogue was only evident in a few casual telephone conversations from members of your group.

Additionally, it was my desire that the door was open for our collaborative activities. According to Alexis Barron, there was an expressed wish to discuss mutual activities prior to the application deadline. However, shortly after informing me of this direction, Mrs. Barron informed me that further talks would not be possible until after February 15th.

Whatever the case may be, let me say that I am sure that the direct channels of communication will be reopened and that individual personalities will take a back seat. Our mutual and collective desire to improve the educational opportunities for all of our young people is tantamount.

Don, may I extend to you and the Lighthouse Association, every sincere wish for a successful and fruitful alternative school endeavor. I look forward to our future work together.

Sincerely,

A handwritten signature in cursive script, reading "Margaret Hand Perkins". The signature is fluid and elegant, with a large loop at the end of the last name.

Margaret Hand Perkins, Ed.D.
The Village Schoolhouse Foundation

Post Office Box 278
Eastham, MA 02642

January 12, 1994

Mr. F. Timothy Carroll
Superintendent of Cape Cod Technical High School
351 Pleasant Lake Avenue
Harwich, MA 02645

Dear Mr. Carroll:

We would like to express our appreciation to you and Mr. Curcio for the generous time you gave us at our meeting on Monday, January 10th. We were pleased to share our thoughts about the charter school movement. Our time together allowed us to learn more about your accomplishments and how we share similar goals related to educational alternatives.

We appreciate your candid feedback after hearing about our current endeavor. We understand that in your role it will be critical to gain input from other constituencies. We recognize that the whole charter school concept is in its infancy and that it requires honest dialogue to open channels of communication. In order to further elaborate upon the Commonwealth's current initiative, we have enclosed documents which have been helpful to us.

As you mentioned at our meeting, you will canvas your fellow superintendents and other colleagues to gain additional input. We look forward to hearing from you regarding general impressions which will further enable us to move forward and determine our next steps.

Again, thank you Mr. Carroll for your cordial welcome, encouragement and willingness to further establish innovative avenues to better prepare our youth for the challenges ahead.

Sincerely yours,

Margaret Hand Perkins, Ed.D.
on behalf of the Charter School Discussion Group

Cape Cod Tech

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BREWSTER • ORLEANS
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DENNIS • TRURO
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CAPE COD REGIONAL TECHNICAL HIGH SCHOOL
351 PLEASANT LAKE AVENUE, HARWICH, MA 02645-1813
(508) 432-4500 (508) 771-2600
FAX (508) 432-7916

TIMOTHY CARROLL
SUPERINTENDENT-DIRECTOR

ROBERT E. TOMBS
BUSINESS ADMINISTRATOR

February 14, 1994

Margaret Hand Perkins
P.O. Box 278
Eastham MA 02642

Dear Ms. Perkins:

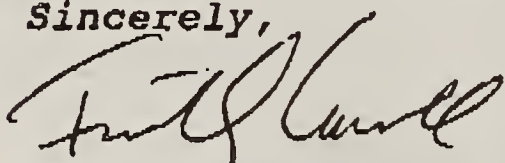
Re: C/CAPE (Cape Cod Alternatives in Public Education)

I would like to thank you for meeting with me relative to your Charter Proposal alternative. I enjoyed meeting with you and the other members of this group to discuss the feasibility of the potential of Cape Cod Regional Technical High School District becoming involved with this endeavor. As I stated to you in our telephone conversation, I talked with our full School Committee about the potential utilization of our facility and they feel that we could entertain further discussion as to the use of our facility if it deals with grades 9-12 only, on a small enrollment basis.

I will be looking forward to further discussing this with you and the potential it may have.

Best of luck to you and the others as you proceed with your proposal.

Sincerely,



Timothy Carroll
Superintendent-Director

TC/b



ACCREDITED BY: THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Leila Merl
P.O. Box 196
Wellfleet, MA 02667

February 11, 1994

Dear Secretary Robertson:

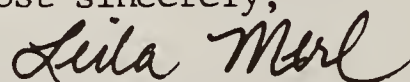
I write to you to express my support for C-CAPE's proposal to create an innovative educational environment which responds to the diverse needs of young people across Cape Cod. As a graduate of the Nauset Regional School system, I feel it is my responsibility to write on behalf of my experiences as a former student. Likewise, as a member of the Wellfleet community, I feel even more compelled to endorse C-CAPE's proposal for a new school, in which alternatives to the public education system as it now exists are implemented in a creative and stimulating fashion. In my opinion, C-CAPE offers a fundamentally different, and I feel, far more enriching and individualized academic experience to children on Cape Cod that can only be found in rare instances in the Nauset Regional School system as it now stands.

I believe that C-CAPE's proposal to interweave the extraordinary talents of members of the Cape Cod community---(many of whom are incredibly gifted academics, writers, artists and scientists---) while incorporating the environmental concerns and resources of the Cape Cod region is a program that has been long overdue. C-CAPE's proposal would provide children on Cape Cod with a unique opportunity to truly take advantage of the extremely rich and intellectually stimulating communities in which they live. C-CAPE's plan to enlist the support and participation of key members of the Cape Cod community, (by creating a collaborative effort in which each individual---student, teacher, parent and citizen alike---work together and share ideas) is not only admirable, but it embodies a truly egalitarian and intellectually stimulating approach to education.

In addition, C-CAPE's plan to offer a curriculum that addresses diversity and multi-cultural issues is also essential, as most of Cape Cod, in ethnic terms, is rather homogeneous, and it is crucial that children be made aware of the many different cultures that inhabit our planet. By integrating multi-cultural and diversity issues into the curriculum, the student is not only able to enhance his or her knowledge of the literature, history and philosophy of different cultures and ethnic groups, but also the student is enabled to gain a better understanding of our American culture.

I believe that C-CAPE's proposal to create an individualized and creative learning environment, where each person's concerns and ideas are taken into account, can only broaden the mind of the student who is exposed to several different, yet equally valid perspectives, and that this approach to education has an effect on the individual learner that can only extend beyond the classroom.

Most sincerely,

A handwritten signature in cursive script that reads "Leila Merl".

Leila Merl

(Nauset Regional High School, Class of '91
and current student at Barnard College at
Columbia University)

February 14, 1994


Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Secretary Robertson:

I am a builder and father of school aged children. I am also a member of the Eastham Elementary School Building Committee and previously the Space Needs Committees. Our recommendation to add on to the school was rejected this week by the school committee, citing competition by the high school building committee for limited town funds. The school is 75 children over capacity so there are no longer rooms available for art, music and extracurricular activities which help make well rounded citizens. I believe that many children learn better through projects and hands on activities that require additional space.

I would consider myself an alternative learner, as is my son, and I would like him to have the opportunity of an alternative educational experience that could be less rigidly structured.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Sparrow".

Robert Sparrow



Association for the Preservation of Cape Cod, Inc.

P.O. Box 686, Orleans, Massachusetts 02653
(508) 255-4142 • Fax (508) 255-8780

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February 14, 1994

Margaret Hand Perkins, Ed.D.

P. O. Box 270

Eastham, MA 02642

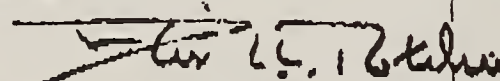
Dear Mrs. Perkins:

Thank you for your letter regarding your proposal to develop a charter school.

One of the major goals of the Association for the Preservation of Cape Cod is the education of Cape Cod residents (and visitors) in the vital environmental issues we face on this fragile spit of land. This includes a focus on the meaning and responsibility of stewardship - a commitment to the long term survival of this special place. In short, we place critical priority on educational programs to develop a strong and pervasive environmental ethic.

We would be happy to support any educational program that seeks to achieve these goals, and encourage others to do the same. Additionally, we will help develop programs and materials to further such efforts.

Sincerely,


Alix L. L. Ritchie
President

AR:ep

Elaine McIlroy
Hill Top
91 Pine Point Road
Wellfleet, Massachusetts 02667
(508) 349-2828

February 6, 1994

To the Editor:

C-CAPE, Cape Codders for Alternative Programs in Education, is the working name of another group of over 30 parents who have been meeting since November to prepare an application to establish a charter school. We hope to serve K-12 for the Lower Cape region with a community-based learning partnership of students, educators, parents, community members, and organizations which will fully utilize the incredible and unique human and environmental resources this geographic region has to offer.

The Executive Office of Education states that "Charter school reform was established to promote new options in delivering public education to our children. The intent goes beyond simply creating a few new alternative school programs; charter schools are to be educational laboratories where educators can investigate new dynamics and methods to be modeled by the larger school system" C-CAPE is excited by this unparalleled opportunity to create a public school with more flexibility than our traditional schools and fosters hope for an absolute open line of communication and sharing with our local schools to maximize the potential of this educational reform experiment for us all.

As C-CAPE goes about the process of creating the school, we have tried to envision the world that our children will inhabit, articulate our dreams for it, and identify the skills that will be needed. It has been estimated that when today's kindergartners graduate from college, 80% of jobs will be jobs that do not exist today. C-CAPE's broad educational goals have been developed to be responsive to our rapidly changing world and put a human face on it. Briefly stated, these goals include a student centered approach to learning; an environmentally focused curriculum; state of the art technology integrated into all aspects of the curriculum; a strong interdisciplinary component stressing multiculturalism, arts, languages, history, and ethics; practical application of learning through community service, internships, etc.; a commitment to providing an educational and social link to homeschoolers; assessment incorporating alternative means such as portfolios, discussions and learning agreements; many opportunities for professional development for all learning partners; and a joyous and noncompetitive approach to developing a healthy body.

It is true that 10 of the 25 charters to be granted will go to the urban areas of Boston and Springfield, but to say that it is unlikely that charter schools will be approved on the Outer Cape. I believe, goes against the intent of the Executive Office of Education to bring educational reform to all of Massachusetts. As their literature states, "without local innovation and grass-roots organizing, charter schools cannot fulfill their promise."

As C-CAPE goes about inventing the proposed new school, we welcome suggestions, ideas, and partnerships. Whatever the outcome, none of this energy will be wasted.

Sincerely,

Elaine McIlroy



Marcia A. P. Galazzi, M.Ed.
Executive Director

- The Family School
Brewster
- Brewster
Day Camp
- Center for
Family and Teacher
Education

Dr. Margaret Perkins
Perkins Glen
Eastham, Ma.

February 9, 1994

Dear Dr. Perkins;

**Thank you for your skilled work and leadership in the Village
Schoolhouse effort. Your leadership has been a gift to our community.**

I am very pleased to join you in the following ways:

Phase I: Years one and two

*** The Foundation for Family Education would welcome your school to
our campus, where the Family School for young children and Brewster
Day Camp already exist adjacent to Nickerson State Park. The not for
profit Foundation exists to bring about the interaction of families with
their children's education. Working together with the church next
door to us and the park, we can make space available for the short
term initial phase of the school's inception.**

Phases II Years three and beyond

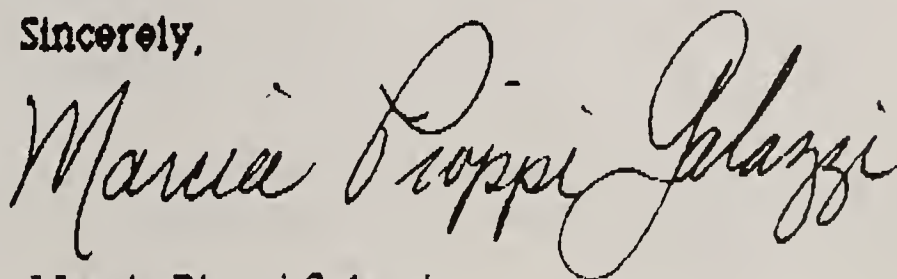
*** The Crosby Mansion is a historical building in Brewster that is part
of Nickerson State Park. Its renovation is being undertaken by the
Friends of Crosby Mansion. Both the park services and Mr. Robert
Hardy, President of the Friends of Crosby Mansion have indicated a
strong interest in creating space in the long term for children's school
classrooms within the Crosby Mansion. Already scheduled for the
thirty room home is a conference area for adult education, an art
center for the community and formal reception rooms. The ongoing
concept of education within and by the community is well established
with the Friends.**

Curriculum

* Nickerson State Park is a learning asset beyond measure. Within its acres lie virgin ponds, woods, grassy fields, playing fields, and of course the Cape Cod Bay beach with its access to marine study and wild life. The area invites scientific inquiry at every level of learning, and students of all ages gather information with every step and view. The opportunities for integrated scientific, mathematic and artistic curricula abound throughout the calendar year.

. Thank you for your efforts thus far and congratulations on the formulation of this idea.

Sincerely,

A handwritten signature in cursive script that reads "Marcia Pioppi Galazzi". The signature is fluid and elegant, with the first name "Marcia" being the most prominent.

Marcia Pioppi Galazzi

February 12, 1994

To Whom It May Concern:

I am writing this letter in support of C-Cape's efforts in forming a charter school. Our community and parents have been working hand in hand to create school choice on the Lower Cape.

Four years ago my family relocated to the Cape from Brooklyn, N.Y. Alternative schools within the public school system had always been an alternative for my daughter.

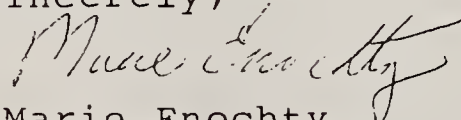
As a teacher for the Hyannis Headstart program, I also am aware of the importance of parent involvement and input in their children's education. C-Cape's focus on the need for parent and community involvement in their charter school is the reason for my support.

As a parent of a bi-racial child I also support their belief that the acceptance of differences and diversity in the everyday education of a child holds as much importance as academics.

As Vice President of the Nauset Middle School's PTSA and Chairperson of the Regional Chapter One Parent's Advisory, I have had the opportunity to participate and view many of the wonderful programs in our system. However, school choice is not an option in our system. All children do not profit from the same ways of teaching. We need to provide schools that meet the needs of our children in ways that are not provided by existing systems. We need to work hand in hand with these existing systems as we create alternatives.

C-Cape has incorporated all these concepts into their charter school. Please give them a chance to make it a reality.

Sincerely,



Marie Enochy
84 Chestnut Circle
Brewster, MA. 02631

You have no doubt been following the local news about charter schools and the Lighthouse School Association. We are another group submitting a proposal for a charter school working under the name C-CAPE (Cape Codders for Alternative Programs in Education). We want to introduce ourselves to you and inform you of our activity by providing you with a copy of a letter we have sent to the Cape Codder in relation to their news stories. The application process has been a swift one and we regret that we were not able to contact you sooner. Should we be awarded a charter, which will be decided on March 15 or soon after, we would welcome further communication with you. However, whatever the outcome, we would be pleased to share with you the ideas that have come out of our work.

Sincerely

Elaine McIlroy

This cover letter along with copy of letter to the editor was sent to:

Dr. Vincent Yuskiewicz, Superintendent
Provincetown School System

Ruth Higgins, Principal
Truro Central School

Dr. Vida Gavin
Superintendent of Schools
Chatham

Dr. Charles Ferris
Superintendent of Schools
Harwich

Stefan Vogel, Principal
Wellfleet Elementary School
hand delivered; he was most
supportive

collaborative effort; 10) utilization of public and private facilities for learning.

We believe that by implementing these components, we create an education which will enrich and nurture the total child, empower parents and community and excite educators. We believe education is everyone's responsibility for a lifetime.

Very frankly, we need your support and assistance in this endeavor. We would greatly appreciate any response from you, including, advice, insights, offers to participate, educational resources which might be beneficial to us or even a simple letter of interest.

We look forward to hearing from you and possibly meeting with you in the near future to discuss our plans. Written responses should be sent to: Margaret Hand Perkins, Ed.D., P.O. Box 278, Eastham, MA 02642. Thank you for your assistance.

Sincerely yours,

(Your Name)

on behalf of the Charter School Parents Group

We as Residents of The Cape
and Grandparents, approve of
This Plan. Jean H. Passaro
Eugene H. Passaro

2/11/94

(Note: Send copy of your letter to Barbara Buffa, 493 Riverview Drive, Chatham, MA 02633 or drop it off to Paradise Montessori School for forwarding. Thanks!)



PROVINCETOWN ART ASSOCIATION & MUSEUM
460 COMMERCIAL STREET · PROVINCETOWN · MASSACHUSETTS · 02657

February 9, 1994

Margaret Hand Perkins, Ed.D.
Box 278
Eastham, MA 02642

Dear Dr. Perkins,

We at the Provincetown Art Association and Museum are very aware of the great cultural heritage and many cultural resources in the area, and of our responsibility to develop and assist in projects which expand awareness and promote educational opportunities.

We would be very happy to discuss participation in working in cooperation with a Charter School, should you be successful in your proposal.

Sincerely,

Robyn S. Watson
Director



UNITED STATES DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
NATIONAL MARINE FISHERIES SERVICE
Northeast Fisheries Science Center
166 Water Street
Woods Hole, MA 02543-1097

February 10, 1994

Margaret Hand Perkins, Ed.D.
P. O. Box 278
Eastham, MA 02642

Dear Ms. Perkins:

As you may know I was contacted by Ms. Betty Burkes relative to your group's efforts to establish a Charter School on Cape Cod. Ms. Burkes and I discussed in broad terms garnering support from the Woods Hole Scientific Community to assist in the planning, implementation, and in provision of learning and experience opportunities once the school is in place.

While I cannot claim to know the ins and outs of Charter Schools, I am aware that under the recent Massachusetts Education Reform Act, Charter Schools can be formed. And since Charter Schools are about alternatives in education, I endorse your vision and efforts, and therefore, would be pleased to offer what assistance I can in helping you and your group reach its goals.

I will look forward to hearing from you. I may be reached by telephone at 508-548-5123 x318 or FAX 508-548-5124.

Sincerely,

A handwritten signature in dark ink, appearing to read "Ambrose Jearld, Jr.", with a stylized flourish at the end.

Ambrose Jearld, Jr.
Chief, Research Planning
and Evaluation Section



MARJORIE M. SPARROW

R.N., M.S., R.D.

RR 2, 10 CROSS CART WAY
EASTHAM, MA 02642
255-3541

Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
Boston, MA,
Ms Robertson,

I applaud the efforts of the group of Cape Cod Citizens, including Margaret Perkins and Elizabeth Burkes, going forward with a charter school application for grades K-12.

My contact with the community is varied. As a dietitian with Outer Cape Health Services, the Cape's only community health center, I serve low and middle income parents as nutritionist for the W.I.C. Program. I also own retail businesses in three lower Cape towns, so spend quite a lot of time listening to the public's perception of the current school system and what they want for improvements or alternatives. Finally, I have two children, in grades 1 and 5. My children are a 13th generation to attend schools in Eastham.

We need a school that will attend to each child at their own level, with their own learning style, to help them progress; to teach the children as individuals - giving a sense of accomplishment to children that don't fit the traditional learning style used currently.

We need a non-punitive environment that respects children and fosters ethics in decision making. We need choice. And we need it for a broad range of students.

My children each attended preschool with MsBurkes for 4 years. I admire and trust that the philosophy of teaching children with respect and as individuals should be offered through grade 12.

Thank you for listening,

Marjorie Sparrow.



UNITED STATES DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
NATIONAL MARINE FISHERIES SERVICE
Northeast Fisheries Science Center
166 Water Street
Woods Hole, MA 02543-1097

February 10, 1994

Margaret Hand Perkins, Ed.D.
P. O. Box 278
Eastham, MA 02642

Dear Ms. Perkins:

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I will look forward to hearing from you. I may be reached by telephone at 508-548-5123 x318 or FAX 508-548-5124.

Sincerely,

Ambrose Jearld, Jr.
Chief, Research Planning
and Evaluation Section





ATLANTIC REALTY

52 ROUTE 6A, P.O. BOX 1630 ☐
ORLEANS, MA 02653
BUS. (508) 255-8011
FAX (508) 255-3935

ONE VILLAGES DRIVE ☐
BREWSTER, MA 02631
BUS. (508) 896-5701
FAX (508) 896-4633

To Whom It May Concern

Re: Margaret Perkins/School Search

I have been working with Margaret Perkins and other members of their group in the search for appropriate property for a school. I was first contacted on November 20, 1993 and have since sent them listings and information on suitable properties or those which could be converted to school property.

One of the members of the committee, Gerald Magid, and I went to look at some properties in early January. I have also contacted another broker in Dennis regarding a listing which they have that would be applicable for the use of a school.

If I can provide any further information, please call my office at 1-800-736-8011.

Sincerely,

Judith H. Whitney
Realtor

Fine Arts Work Center in Provincetown

24 Pearl Street, Box 565

Provincetown, MA 02657

Tel: (508) 487-9960

Executive Director

John Skoyles

February 7, 1994

Margaret Hand Perkins
P.O. Box 278
Eastham, MA 02642

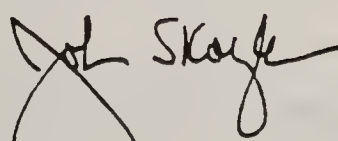
Dear Ms. Perkins:

After meeting today with C-CAPE member, Elaine McIlroy, I am very enthused about the possibility of the founding of a charter school to serve the lower cape region.

I want you to know that we at the Fine Arts Work Center would be a willing partner in assisting in developing programs in art and literature at the proposed school. Right now, one of our Writing Fellows makes weekly visits to Provincetown High School, serving as moderator of a Writers' Club. Pupils from the elementary school often visit our gallery and view our exhibitions. We would be happy to continue these events and expand on them in a new school.

My best wishes for success with this new and very valuable project.

Sincerely,


John Skoyles

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Louise Bourgeois, 2nd VP
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Stanley Moss
Marilyn Pedalino
Jim Peters
Robert Pinsky
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Dwight Webb

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Jim Peters
Paul Resika
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Pamela Painter
Grace Paley
Robert Pinsky
Jason Shinder
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Tom Sleight
Dwight Webb
Jacqueline Woodson

ADVISORY COMMITTEE

Michael Mazur
John Taylor Williams
Donald Winter

WOMR 91.9 fm

*Outermost
Community Radio
on Cape Cod*



Box 975 • 14 Center Street • Provincetown, MA 02657 • 487-2619

2-8-94

MARGARET HAND PERKINS
PO BOX 278
EASTHAM MA 02642

DEAR MS. PERKINS:

IT WITH GREAT PLEASURE AND EXCITEMENT THAT WOMR'S
BOARD OF DIRECTORS SUPPORTS YOUR EFFORTS TOWARDS RECEIVING
APPROVAL FROM THE STATE TO BEGIN OPERATING A CHARTER SCHOOL
UNDER THE PUBLIC SCHOOL SYSTEM. WE AT WOMR, A NON-PROFIT,
EDUCATIONAL, PUBLIC RADIO STATION WILL BE DELIGHTED TO WORK
WITH YOUR GROUP TO ESTABLISH LINKS BETWEEN OUR TWO EDUCATIONAL
ORGANIZATIONS. PLEASE LET US KNOW WHEN THE TIME COMES FOR
US TO HELP IN ANY WAY WE CAN.

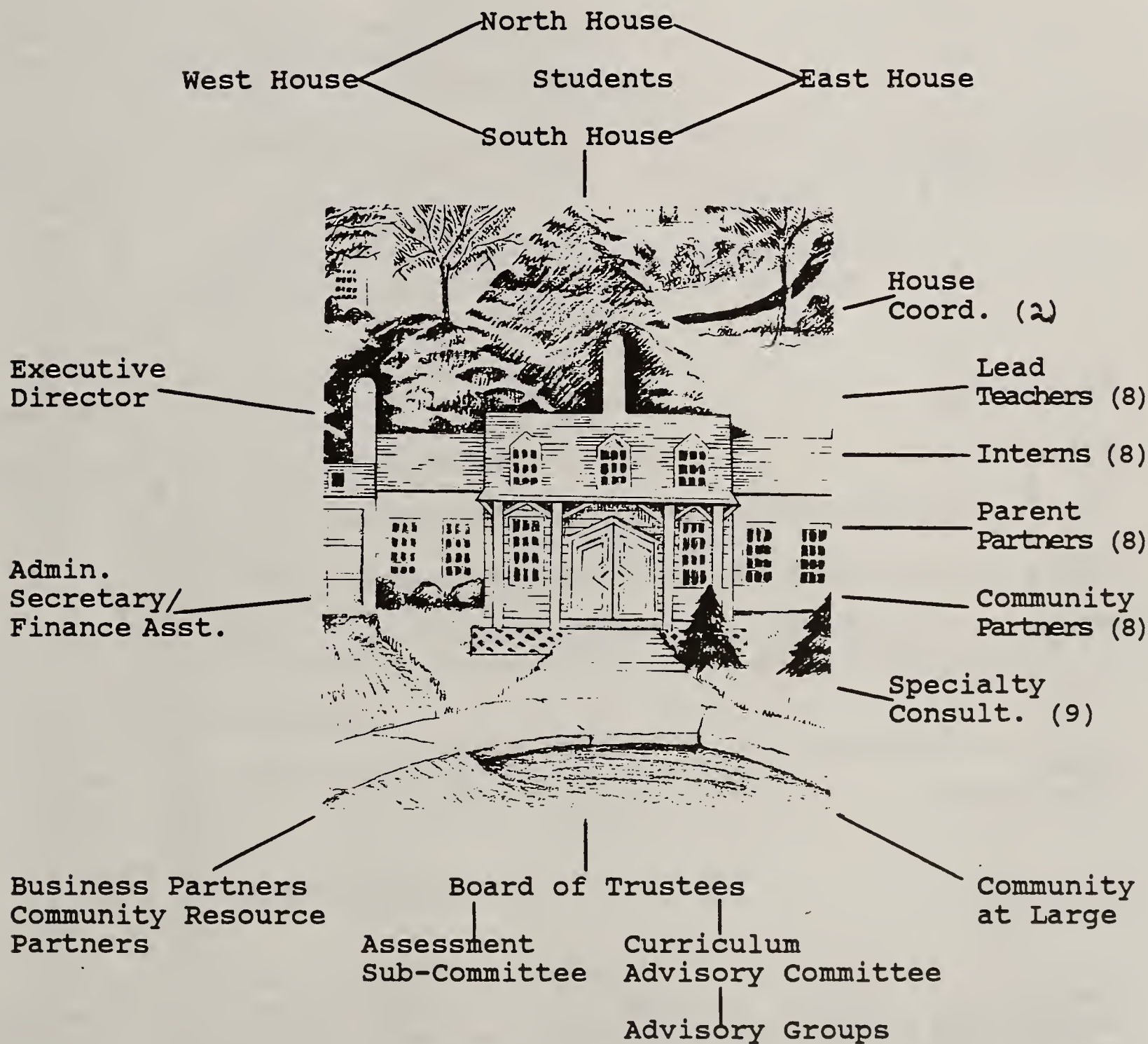
FOR THE BOARD

THOMAS CONKLIN, PRESIDENT

Thomas Conklin

Addendum 4

VILLAGE SCHOOLHOUSE COMMUNITY



Addendum 5

VILLAGE SCHOOLHOUSE
INSTRUCTIONAL MODEL

North House

K-1

2-3

House
Coordinator

1 Lead Teacher
1 Intern
1 Parent Partner
1 Community Partner

1 Lead Teacher
1 Intern
1 Parent Partner
1 Community Partner

West House

Executive Director

East House

9-10/11-12

Administrative Staff

3-4 / 5-6

Specialty Consultants

Extended Day Supervisors

Volunteers

House
Coordinator

South House

6-7 / 8-9

Overlap of levels between each house allows for flexible transitions at any time during the year and for advanced students in each house to be challenged until leaving the house.

Addendum 6

RESOURCE LIST FOR CHARTER SCHOOL

Academy of Performing Arts (Orleans)
Woods-Hole Oceanographic Institute
Cape Cod Times
Harvard Professors (Wellfleet, etc.)
Anne Dillard (Wellfleet)
Screen Playwright (Truro)
Julie Harris (Chatham)
National Seashore (Sue Stewart-Liason for National Seashore
Advisory Commission; Dr. Charles Foster-Chairperson)
Oceanspray
Chamber of Commerce (tourism)
WOMR (Provincetown radio station)/and others
Channel 8-Public Access Station
Fine Arts Work Center (Provincetown)
Blacksmith School (Orleans)
Massachusetts Aquaculture Assoc.
Museum of Natural History (Brewster)
Cape Museum of Fine Arts (Dennis)
Provincetown Art Association
Norman Mailer (Provincetown)
Mass Audubon Society & Wellfleet Bay Wildlife Sanctuary
Local Community Activities (divide by town)
Chatham; Wellfleet; Eastham & Orleans; Provincetown & Truro;
Brewster; Harwich; Dennis
Local Businesses (divide by town) banks, chambers of commerce,
tourism, realtors/ Board of Realtors (see above names)
Mary Gordon
Cape Cod Conservatory
Castle Hill
Center for Coastal Studies
Robert Finch
Conrad Aiken
Marge Pearson
Economic Development Council
Cape Playhouse
Tracy Okates
Wellfleet Harbor Actors Theatre-WHAT
Outer Cape Health Services
Elected State Officials
League of Women Voters
NAACP
Mashpee Tribal Council

Higher Education:

| | | |
|----------------|--------------------|----------|
| Lesley College | Harvard University | Wheelock |
| 4 C's | Suffolk University | U. Mass. |

Addendum 7

SITE ANALYSIS

Sites For Serious Consideration

| <u>TOWN</u> | <u>SITE</u> | <u># STU</u> | <u>STATUS</u> | <u>'94-'95 FEASIB.</u> | <u>FINANCE</u> |
|----------------|-------------------------------|--------------|-----------------------|----------------------------|---------------------------|
| Brewster | *Family School | 20+ | private school | good | low \$ lease |
| Brewster | *Church adj. Family School | 20+ | church lower lev | good | low \$ lease |
| Brewster | *Crosby Property | 200+ | state owned | low '94 good '95 | lease renov.\$ |
| Brewster | Sea World | 200+ | private vacant | low '94 | high renov.\$ lease |
| Chatham | MCI Property | ? | vacant | low '94 ? '95 | sale |
| Eastham | Chapel in the Pines | 25 | private | temp. | lease mod. renov.\$ |
| Eastham (S.) | Gull Cottages | 20 elem | private | temp. | lease mod. renov.\$ |
| Harwich | *Technical H.S. | 25+ | public | high | lease mod.\$ |
| Orleans | *Middle School | 25 | public | high | none |
| Wellfleet | South Library | 25 | private | satellite good | mod.- high renov.\$ |
| Wellfleet Ctr. | Mooney Fuel & Grain | 100+ | private commercial | moderate '94-95 | lease w/opt. to buy |

Notes: * sites offer exceptional grounds for school use
 Family School adjacent to Nickerson State Park
 Crosby Property fronts on Cape Cod Bay, has tennis courts
 and has ample grounds for sporting activities
 Harwich-Cape Cod Regional Technical School offers
 established facilities and numerous fields and courts

Addendum 8

RESOURCE LIST LETTER

BARBARA N. BUFFA
493 Riverview Drive
Chatham, MA 02633
508-945-3529

January 30, 1994

Mrs. Valerie Buck
Chatham Ballet & Dance Arts Center
Lorenzo Buck Way
W. Chatham, MA 02669

Dear Valerie:

On behalf of citizens representing a broad geographical area of Cape Cod from Dennis to Provincetown, I write to you to share our enthusiasm and excitement about the charter school movement and the steps we are taking to establish a charter school on Cape Cod. We have had several meetings to date and have concluded there is a significant need for alternative forms of education for our young people.

Our goal is to be able to offer children a creative educational environment in which the child, parent, community and teacher form a circle, all working together. We have already written a Letter of Intent to the Secretary of Education, Piedad F. Robertson and are currently preparing an application to establish a Charter School.

Our plan is to establish a school, elementary through senior high, which focuses on the following key components: 1) a collaborative process in which parent, child, community and teacher share in decision making, curriculum planning and other aspects of the school; 2) exceptionally high standards and expectations as well as ongoing assessment by the various constituencies; 3) diversity and multiculturalism; 4) small class size; 5) longer school year; 6) opportunities for growth and enrichment for faculty and staff; 7) a curriculum which a) stimulates, and sees the connection between, the intellect, the emotions and the senses: in other words the total learner b) involves a comprehensive inclusion of the arts c) allows for the examination of moral and ethical standards d) integrates new technologies into all areas of learning e) uses diverse instructional strategies in order to meet the needs of many learning styles f) taps into the incredible and unique human and environmental resources of Cape Cod; 8) partnerships with higher education, business and the artistic community; 9) opportunity for home schoolers to participate in the

collaborative effort; 10) utilization of public and private facilities for learning.

We believe that by implementing these components, we create an education which will enrich and nurture the total child, empower parents and community and excite educators. We believe education is everyone's responsibility for a lifetime.

Very frankly, we need your support and assistance in this endeavor. We would greatly appreciate any response from you, including, advice, insights, offers to participate, educational resources which might be beneficial to us or even a simple letter of interest.

We look forward to hearing from you and possibly meeting with you in the near future to discuss our plans. Written responses should be sent to: Margaret Hand Perkins, Ed.D., P.O. Box 278, Eastham, MA 02642. Thank you for your assistance.

Sincerely yours,

Barbara N. Buffa

on behalf of C-CAPE
(Cape Codders for Alternative Programs in Education)

Addendum 9

PUBLIC RELATIONS & ADVERTISING

Newspaper List

| <u>Name/Address/Phone</u> | <u>Contact(s)</u> | <u>Deadline</u> |
|---|---|--|
| Cape Cod Times 319 Main Street Hyannis, MA 02601 771-1200/fax 771-3292 or 14 Cove Road Orleans, MA 02653 255-0408 | Ann Sharpe Paula Marr | 2 weeks gen'l 3 days prior for display ads |
| Cape Cod Chronicle 155 Crowell Road Chatham, MA 02633 News: 945-2220 Ads: 945-2229 | Bill Galvin Classified/News Patrice Milley Display Ads | Monday, Noon |
| Cape Cod Newspapers 495 Station Avenue S. Yarmouth, MA 02664 News: 1-800-345-2006 Judy: 1-800-660-8999 | Judy Finn | 2 weeks prior |
| Includes: Brewster Oracle Chatham Current Eastham Oracle Harwich Oracle Orleans Oracle Wellfleet Oracle The Register | Caroline Whiting 1-800-345-2006 | by Friday 4:30pm |
| Cape Codder (owned by CC Newspapers) Namskaket Road Orleans, MA 02653 255-2121 | Judy Finn | approx. 1 week |
| Provincetown Advocate Box 93 Provincetown, MA 02657 | Robin Watson News & What's New Larry Gervais Display Ads Classified Ads | Monday, 5:00pm Friday, 5:00pm Monday, 1:00pm |

Radio Stations

WOMR 91.9 FM
Provincetown

WFCC, 107.5 FM
Brewster

The ROSE & PIXY
Hyannis

WCOD
Hyannis

PUBLIC ACCESS TELEVISION

Channel 8
Channel 3

Addendum 10

C-CAPE MEETINGS AND NOTES

MEETING NOTES

November 17, 1993

Characteristics of a good school:
(comments from the group)

ethical and examines ethics
diversity of ideas and mutual respect
non-violent conflict resolution
relevance
good communication
learning as a natural process
respect for different learning styles and timetables
supportive atmosphere (loving)
connected to community
integration of the arts
parents involved with all aspects of learning and children
cooperative learning
multi-age groupings
personal/social development flexible
children take care of school, appreciate environment
children work in partnership
emphasize competition with self, not highly competitive
teach children to be citizens of the world
enable children to be self-reliant
courage
initiative
kindness
spontaneity
resourcefulness
creativity
responsibility
joy
hands on experiences
different styles of teaching
environmentally safe/small class size, safe/high teacher ratio
real individual assessment portfolio, etc.
service to/for others
self-assessment, self-study by all in school
allows children to make choices
travel
involve children in creating school
mentor/apprentice program
evolving curriculum
child centered
high expectations
adequate resources
enrichment for faculty
new technology
multicultural perspective
partnership at all levels
house as a supportive environment for betterment of all
(schoolhouse)

December 7, 1993

To The Ad-Hoc Charter School Discussion Group:

At our last meeting we agreed to get together again the evening of December 15th. Instead, we now have an EXTRAORDINARY OPPORTUNITY!

John Gatto is coming to Wellfleet to conduct a Workshop On Alternative Schooling for us!

John Taylor Gatto, three-time winner of the New York City Teacher of the Year title (1989-1991), named New York State Teacher of the Year in 1991, and recipient of honors from Presidents Carter, Ford and Reagan, spent 26 years in public school classrooms. At present, Gatto has left teaching to address the crisis he sees in our public schooling and is travelling the country as an advocate for school reform. He is the author of two recently published books, Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling, and The Exhausted School, the transcript of The First National Speakout On The Right To School Choice, held at Carnegie Hall, November 13, 1991.

"Our system of schooling destroys both mind and character. It prevents the formation of the most precious resource of all - a self. To have a self you can trust it must be singular, it must be bold, it must be brave, resourceful, strong, self-reliant, unfettered. Does anyone think government schools teach these things?"

J. T. Gatto

"He hates schooling, but loves education." - a Gatto student

WORKSHOP ON ALTERNATIVE SCHOOLING
John Gatto

Wellfleet Public Library

December 15

10 am - 3 pm

The workshop will be limited to 30 people and cost \$25 each. If you can pay more, it will be appreciated, but you may attend even if you afford less.

Please call Paul Nossiter, 349-7456, for reservations and information.

NOTICE OF MEETING

CHARTER SCHOOL DISCUSSION GROUP

Date: Wednesday, January 19, 1994

Time: 7:00 p.m.

Location: South Wellfleet

349-7988: Directions

(SAME PLACE AS PREVIOUS GATHERINGS)

PROPOSED AGENDA:

Update on Application Process

Assignment of Resource Groups for Proposal and Work Sessions

AGENDA
1/19/94

1. Welcome to all-Betty
2. Report on activities since last meeting: Margaret
 - a. Letter of Intent filed- distribute copies
 - b. Application for Charter School begun
 - c. Sites visited: Family School, CC Regional Tech, Crosby Property
 - d. Partnerships explored: Edison, Family School, National Seashore, higher education (Wheelock, Lesley, Harvard, & others)
3. Group Profiles: Paul
 - a. distribute profile sheets- return to Paul within 1 week- Jan. 26th- address on profile sheet
4. Group Discussion: Opening Date/Group Name- Paul
name suggestions: Community Alternatives within Public Education (CAPE); Collaborative Alternatives within Public Education, Citizens for Alternative Prospectives within Education, Citizens for Alternative Programs in Education, etc.
5. Letter Sample and Resource List- Barb
 - a. pass out letter and list to each- get resource input-add names, ask volunteers for mailings
 - b. please send out by Jan. 31st-feel free to personalize beginning or add extra note along with letter- keep body of letter the same
 - c. send copy to Barbara Buffa, 493 Riverview Drive, Chatham, MA. 02633 or drop copy off to Paradise Montessori School-they will forward to Margaret or me- (we want to keep address file) phone: (508)945-3529

Meeting Notice

Charter School Discussion Group

Date: Wednesday, February 2, 1994

Time: 7:00 PM

Location: Burke's/Patchen House, South Wellfleet, 349-7988
(Same Place as Previous Gatherings)

Proposed Agenda

Review of progress, procedures and goals

MEETING NOTES

February 2, 1994

update on progress made since last meeting
discussion of location of school and size
discussion of ways to transition
video arrangement assignment-taping of children
volunteers to read draft
discussion of application and ways to assist:

contact C & I Partnership to reduce substance abuse
contact Children's Place
contact Dept. of Social Services
contact MASS. Society for the Prevention of Cruelty to Children
discussion of programs cut from schools
find drop-out data
write a letter to the editor responding to article

Addendum 11

POST OFFICE BOX 278
EASTHAM, MA 02642

Piedad F. Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

December 7, 1993

LETTER OF INTENT

Dear Secretary Robertson:

It is with great enthusiasm and a strong commitment to provide unique learning alternatives to benefit the "whole" child, that we submit this Letter of Intent. Our goal is to submit a formal proposal for the establishment of a Charter School under the provisions of the Massachusetts Education Reform Act of 1993.

Several meetings have been held with citizens representing a broad geographical area of Cape Cod from Dennis to Provincetown. We have concluded there is a significant need for alternative forms of education for our young people. Current school structures are very traditional and public and private school options are limited.

Our goal is to be able to offer children a creative educational environment in which the child, parent, community and teacher form a circle, all working together. We would like to establish a school, grades kindergarten through twelfth (K-12), which focuses on the following key components:

- 1) a collaborative process in which students, faculty, and the community share in the decision making in so far as their capabilities and training allow
- 2) exceptionally high standards and expectations and ongoing assessment by the various constituencies involved in the school to determine whether expectations have been met
- 3) a perspective which places a high value on diversity and multiculturalism
- 4) a learning environment which maintains small class size and is safe and secure

5) opportunities for growth and enrichment for faculty and staff and encourages continuous educational advancement to generate new ideas and successful teaching

6) a curriculum which a) stimulates, and sees the connection between, the intellect, the emotions and the senses: in other words, the total learner b) involves a comprehensive inclusion of the arts c) allows for the examination of moral and ethical standards d) integrates new technologies into all areas of learning e) uses diverse instructional strategies in order to meet the needs of many learning styles, f) taps into the incredible and unique human and environmental resources of Cape Cod

7) partnerships with higher education, business and the artistic community, collectively and individually, in order to reinforce the collaborative effort

8) opportunity for home schoolers to participate in the collaborative effort

9) the expansion of the "schoolhouse" to utilize public and private facilities for learning

We believe that by implementing these components, we will create an education which will enrich and nurture the total child, teacher, parent and community forming a circle of enrichment. We believe education is everyone's responsibility for a lifetime. We are committed to expanding choice for the children of our community and look forward to your assistance in this endeavor.

Please send information regarding the Request for Proposals to me as soon as it becomes available. Thank you for your consideration.

Respectfully,

Margaret Hand Perkins, Ed.D.

on behalf of the sponsors of this Letter of Intent

bnb/mhp

CHARTER SCHOOL TIMETABLE

1993

- Spring/Fall: Discussion among coalition founders (referred to as core members) about the need for school alternatives and upcoming reform legislation
- October: Decision to test interest regarding school alternatives in Lower Cape reached-meeting proposed
- October 8: First advertisement placed in newspapers to request response, ads continued for several weeks
- October 20: First meeting between several core members of the coalition soon to be formed to discuss response from ads and plan first meeting
- October 23: Two core members attend, by invitation, the conference on charter schools sponsored by the Executive Office of Education and The Pioneer Institute, in Waltham
- October 27: First meeting of the group of respondents as a result of the advertisements-approximately 25 in attendance
- October/
November: During the remainder of October, core members discussed the charter school concept, read related materials and communicated with the Executive Office and Pioneer Institute
- Real estate contacts made in order to begin site analysis for potential alternative school or charter school
- November 17: Coalition meeting to discuss what a good school should be like...
- November/
December: From this point forward, the founding group (core members) met every Monday and Wednesday-additional individuals attended, on occasion, for input
- December 2: Letter of Intent was drafted, edited, reviewed by coalition members and submitted

- December 3: Core members met with a representative from The Edison Group to further explore the Edison concept
- Group to further clarify information after all materials reviewed, telephone discussion ensued
- December 15: Coalition meeting-presentation by John Gatto
- December 16: Core member meets in Cambridge with Lesley College representative regarding possible partnership
- December: Continuing dialogue with Lesley and Wheelock ensued, both verbal and written, regarding our project and potential relationships

1994

- January/
February: Meetings between core members continue on Monday, Wednesday and additional days to prepare application
- January 7: Questions from core members as a result of the Edison meeting were compiled and faxed to The Edison Group in New York
- January 8: Communication with the Boston Globe regarding charter school-article appeared on Jan. 9th
- January 10: Core members met with the Superintendent and Principal of the Cape Cod Regional Technical H.S. in Harwich to inform them of our group endeavors and to discuss possible working relationships
- January 12: Contact with Executive Office regarding application deadline
- January 13: FREED (Fighting Racism & Educating for Ethnic Diversity) representative contacted
- January 17: Core members met with the owner of the Family School to discuss the charter school concept and the possibility of working together- the Crosby Property, Brewster, was also discussed and we drove by the property, viewed the grounds
- January 19: Coalition meeting-group now voted to be called C-CAPE, Cape Codders for Alternative Programs in Education, application process reviewed, input sought, group profile format disseminated for completion, resource letter sample distributed,

resource list divided for contact

- January 26: Second Family School Meeting
- January 27: Meeting with Sue Stewart, National Seashore to discuss resource partnership
- Crosby property toured more extensively
Conversation with Lesley College re: computers
- January 30: Meeting and social gathering with legal counsel
- February: Contact with Woods Hole Oceanographic Institute & Bank of Boston to explore partnerships
- February 2: C-Cape Meeting to discuss member participation in the application process
- February 3: Meeting with Pioneer Institute, Boston
- February 5: Conversation with University of Massachusetts regarding partnership opportunities
- Letters submitted to the Editors of the Cape Codder and Cape Cod Times in response to previous Charter School article
- Letters sent to public school officials in the area, informing them of the efforts of C-CAPE and seeking support
- February 12: Conversation with Cape Cod Times reporter to discuss C-Cape charter school concept-article to appear in Feb. 14th paper
- February 13: Videotaping of children in the area for their impromptu discussion about school
- February 14: Charter School Application Signing at The Hot Chocolate Sparrow, owned by a supporter of the coalition, dessert and coffee provided by owners
Press coverage of the event
- February 15: Application hand delivered to Executive Office
- FUTURE PLANS
- February/
March: Core members meet to create brochure, implement marketing and recruiting plans and begin curriculum

planning process

Letter to C-Cape members, community members, teachers, experts, authorities and educational consultants inviting them to a spring summit to begin the curriculum development process

- March 3: Core members meet with the Screening Committee at the Executive Office of Education....PLEASE GIVE US THE OPPORTUNITY TO MEET WITH YOU...Have you read this?
- March: Cottage Meeting Schedule announced-9 towns
4 meetings each town- April 7th first meeting
press releases following each meeting
Radio talk show schedule established
Fund raising event planned for May
- April: Final review and selection of site, lease negotiations commence
Financing arrangements finalized to fund initial materials purchase and rent
Curriculum Summit and advisory group formation
Cottage Meetings/Presentations to organizations
Advertisements and recruiting measures begun for Executive Director and Teaching positions
Board of Trustees will be selected
- May: Lease signed to be effective no later than June 1
Fund raising event(s)
Interviews for staff positions begin
Materials ordered
Finalists identified for Intern status
Curriculum advisory groups finish drafts- reviewed by Curriculum Advisory Committee
Enrollment procedures begin
Contact with district superintendents regarding enrollment and general information about progress
- June: Site preparation commences
Curriculum finalized and materials prepared
Enrollment finalized
Staff positions finalized, including parent & community partners
- July/August: On site open houses and orientations begin
Staff Development begins
Final preparations for opening completed

KEYSTONES OF LEARNING

COGNITIVE

CHARACTER
&
VALUE

PRACTICAL
LIFE
SKILLS

CREATIVE
&
PHYSICAL

VILLAGE SCHOOLHOUSE CALENDAR

(Proposed)

School Year 1994-1995

| | | |
|-----------|--------------|------------------------|
| August | 22 | First Term Begins |
| September | 5 | Labor Day Observed |
| October | 10 | Columbus Day Observed |
| October | 24 | Term Projects |
| November | 2-3 | Student Assessment |
| November | 3 | First Term Ends |
| November | 4 | No School-Conferences |
| November | 7 | Second Term Begins |
| November | 11 | Veterans Day Observed |
| November | 24-25 | Thanksgiving Observed |
| December | 24-January 1 | Winter Vacation |
| January | 9 | Term Projects |
| January | 16 | Martin Luther King Day |
| January | 25-26 | Student Assessment |
| January | 26 | Second Term Ends |
| January | 27 | No School-Conferences |
| January | 30 | Third Term Begins |
| February | 20-24 | Mid-Winter Vacation |
| April | 3 | Term Projects |
| April | 12-13 | Student Assessment |
| April | 13 | Third Term Ends |
| April | 14 | No School-Conferences |
| April | 17-21 | Spring Vacation |
| April | 24 | Fourth Term Begins |
| May | 29 | Memorial Day Observed |
| June | 19 | Term Projects |
| June | 29-30 | Student Assessment |
| July | 3 | Fourth Term Ends |
| July | 5-6 | Year End Conferences |

OPTIONAL-SUMMER SESSIONS

| | |
|------|--------------|
| July | 10-28 |
| July | 31-August 18 |

Summer Session I
Summer Session II

Total Academic Days: 200



Addendum 15

MANAGEMENT BY OBJECTIVES FORMAT

East House Mathematics Advisory Group

Work Plans

Objective # _____

Objective: _____

Final Product Expected: _____

Completion Date: _____

Staff Responsibility: _____

| MAJOR TASKS | DATE COMPLETED | RESOURCES NEEDED | BUDGET |
|-------------|----------------|------------------|--------|
| | | | |
| | | | |
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| | | | |
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Addendum 16

PRELIMINARY BUDGET FY 1994-95

For

THE VILLAGE SCHOOLHOUSE

TOTAL REVENUE \$1,000,000.00

(based on 200 students; average \$5,000/pupil)

EXPENSES

Salaries:

| | |
|---|------------|
| Executive Director | 30,000.00 |
| Teachers Salaries (2 Coord., 8 Lead) | 256,000.00 |
| Interns/Fellows (8) | 16,000.00 |
| Specialty Consultants (9) | 78,600.00 |
| Music 20 hrs @ \$15/hr=\$12,000 | |
| Art 20 hrs @ \$15/hr=\$12,000 | |
| Drama 10 hrs @ \$15/hr=\$ 6,000 | |
| Dance 15 hrs @ \$15/hr=\$ 9,000 | |
| Science 16 hrs @ \$15/hr=\$ 9,600 | |
| Fitness 30 hrs @ \$15/hr=\$18,000* | |
| Languages 20 hrs @ \$15/hr=\$12,000* | |
| * equals 2 positions | |
| Extended Day Supervisors (3) | 18,000.00 |
| Admin: Secretary | 17,500.00 |
| Financial Asst. | 17,500.00 |
| Substitute Teachers | 6,400.00 |

Total Salaries: 440,000.00

PAYROLL RELATED EXPENSES

| | |
|--|------------|
| Payroll, Medical, Retirement Contribution (30% of total salaries) | 132,000.00 |
|--|------------|

MISCELLANEOUS EXPENSES

| | |
|--|-----------|
| Rent | 20,000.00 |
| Custodial/Maintenance (10 hrs/wk @\$10/hr) | 4,000.00 |
| Repairs (Building & Equipment) | 3,000.00 |
| Heat | 6,000.00 |
| Electricity | 6,000.00 |
| Insurance | 5,000.00 |
| Admin. General Expenses | 15,000.00 |
| Educational Expenses-Materials & Supplies | 30,000.00 |
| Books | 6,000.00 |
| Teaching Related Expenses | 2,000.00 |
| In-Service, Dues, Reimbur. Exp. | |
| Technology: Hardware | 2,500.00 |
| Software | 2,500.00 |
| Legal | 3,000.00 |
| Accounting/Payroll Services | 5,000.00 |
| Field Trips | 10,000.00 |
| Health/Psycholog. | |
| Transportation | |
| Special Needs | later |
| (Revenue will be affected by same amount) | |

| | |
|-----------------|---------------|
| TOTAL EXPENSES: | \$ 692,000.00 |
|-----------------|---------------|

| | |
|---------|---------------|
| EXCESS: | \$ 308,000.00 |
|---------|---------------|

To be applied to start-up costs and additional expense items not anticipated or underestimated.

ADVISORY GROUP MODEL

Individuals from the following groups or categories would comprise each advisory group. Sometimes one individual will satisfy more than one category.

- 1) founding coalition member
- 2) local citizen (interested in on-going participation)
- 3) student representative
- 4) national (off-Cape) expert (advisor, consultant, authority)
- 5) retired person
- 6) parent
- 7) business/civic/corporate representative
- 8) educator
- 9) development/fundraising
- 10) Board of Trustees contact

The Chairperson of each advisory group will serve on the joint Curriculum Advisory Committee. Each advisory group will focus on one discipline or area. The formation of advisory groups with individuals representing various constituencies is a further example of collaboration and takes full advantage of diversity of ideas, backgrounds and experiences.

Addendum 18

C-CAPE DIRECTORY

Barr, Ruthanne, P.O. Box 324, East Dennis, MA 02641
Buffa, Barbara, 493 Riverview Drive, Chatham, MA 02633, 945-3529
Buffa, Ben, 493 Riverview Drive, Chatham, MA 02633, 945-3529
Burkes, Betty, RR2, Old Route 6, Wellfleet, MA 02667, 349-7988
Cardinal, Barbara, Box 308, Provincetown, MA 02657, 487-2835
Cole, Chuck, P.O. Box 72, South Wellfleet, MA 02663, 349-2954
Dilts, Martha, P.O. Box 797, South Wellfleet, MA 02663, 349-2206
Farrell, David, P.O. Box 186, 2355 Main Street, South Chatham, MA 02659, 432-4715
Farrell, Rose, P.O. Box 186, 2355 Main Street, South Chatham, MA 02659, 432-4715
Foran, Penelope, RR1, 265 Holbrook Avenue, Wellfleet, MA 02667, 349-1611
Frankel, Jeff, 86 Vineyard Avenue, Chatham, MA 02633
Galatzzi, Marcia, The Family School, Rte. 6A, Brewster, MA 02631
Gould, Phoebe, P.O. Box 223, West Chatham, MA 02669, 945-1499
Harold, Brent, RR2, Old Long Pond Road, Wellfleet, MA 02667, 349-7630
Harpin-Abreu, Chris, 45 North Rd., West Chatham, MA 02669, 945-5737
Hoffman, Jane S., 153 Stonehedge Drive, Brewster, MA 02631 896-4972
Holbrook, Susan, P.O. Box 745, Eastham, MA 02642, 255-3378
Jodrey, Ann, P.O. Box 246, South Orleans, MA 02662, 255-6421
Klaucke, Bradford R., 153 Stonehedge Drive, Brewster, MA 02631, 896-4972
Larsen, Sandra, P.O. Box 464, 75 Deepwood Road, Eastham, MA 02642
Magic, Michelle, 55 Mayflower Road, Eastham, MA 02642, 255-4694
Magic, Gerald, 55 Mayflower Road, Eastham, MA 02642, 255-4694
McClellan, Peggy, RR1, Meadow View, Wellfleet, MA 02667, 349-9712
McIlroy, Elaine, Hill Top, RR1, 1 Pine Point Road, Wellfleet, MA 02667, 349-2828
Miller, Muriel, 213 Sea Pines Drive, Brewster, MA 02631, 896-7495
Miner, Chris, P.O. Box 1406, Orleans, MA 02653, 255-2999
Miner, Paula, P.O. Box 1406, Orleans, MA 02653, 255-2999
Neter, Mark, 37 Turtle Cove Road, South Yarmouth, MA 02664, 394-0360
Neter, Tammy, 37 Turtle Cove Road, South Yarmouth, MA 02664, 394-0360
Nossiter, Paul, RR1, Chequesset Neck Road, Wellfleet, MA 02667, 349-7456
Pace, Marie, 605 Commercial Street, Provincetown, MA 02657 487-3501
Patchen, Joan, RR2, Old Route 6, Wellfleet, MA 02667, 349-7988
Pennypacker, Sara, 3 Howland Lane, East Sandwich, MA 02537, 362-1975
Perkins, Margaret, P.O. Box 278, Eastham, MA 02642, 255-3789
Putnam, Jill, RR2, Beach Street, Wellfleet, MA 02667, 349-7274
Russell, Stephen, Hill Top, RR 1, Pine Point Road, Wellfleet, MA 02667, 349-2828
Stewart, John, Nauset Middle School, Rte. 28, Orleans, MA 02653, 896-6102
Suggs, Jay, RR1, Pole Dike Road, Wellfleet, MA 02667, 349-2302
Trovato, Margie, P.O. Box 836, North Truro, MA 02652, 487-1350
Wallace, Judy, P.O. Box 2512, Orleans, MA 02653, 255-7358
Weegar, Susan, RR2, Old Long Pond Road, Wellfleet, MA 02667, 349-7630
Williams, Barry, P.O. Box 797, South Wellfleet, MA 02663, 349-2206
Woodbury, Patrick, P.O. Box 828, Wellfleet, MA 02667, 349-2138
Woodbury, Barbara, P.O. Box 828, Wellfleet, MA 02667, 349-2138

CHARTER APPLICATION: REFERENCES

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CHARTER APPLICATION: ABSTRACT

Abstract

Our goal is to be able to offer children a creative educational environment in which the child, parent, community and teacher form a circle, all working together. We would like to establish a school, grades kindergarten through twelfth, which focuses on the following key components:

- 1) a collaborative process in which students, faculty, and the community share in the decision making in so far as their capabilities and training allow
- 2) exceptionally high standards and expectations and ongoing assessment by the various constituencies involved in the school to determine whether expectations have been met
- 3) a perspective which places a high value on diversity and multiculturalism
- 4) a learning environment which maintains small class size and is safe and secure
- 5) opportunities for growth and enrichment for faculty and staff and continuous educational advancement to generate new ideas and successful teaching
- 6) a curriculum which a) stimulates, and sees the connection between, the intellect, the emotions and the senses: in other words, the total learner b) involves a comprehensive inclusion of the arts c) allows for the examination of moral and ethical standards d) integrates new technologies into all areas of learning e) uses diverse instructional strategies in order to meet the needs of many learning styles f) taps into the incredible and unique human and environmental resources of Cape Cod
- 7) partnerships with higher education, business and the artistic community, collectively and individually, in order to reinforce the collaborative effort
- 8) opportunity for home schoolers to participate in the collaborative effort
- 9) the expansion of the "schoolhouse" to utilize public and private facilities for learning

We believe that by implementing these components, we will create an education which will enrich and nurture the total child, teacher, parent and community forming a circle of enrichment.

CHARTER APPLICATION: DECLARATION

Declaration

All rights to the materials presented herein belong to the Village Schoolhouse Foundation, specifically, Margaret Hand Perkins, Barbara Buffa, Michelle Magic, Betty Burkes and Paul Nossiter. No portion may be reproduced or used by any other parties, without the express and written authorization of the Village Schoolhouse Foundation.

A Charter, if awarded by the Executive Office of Education, will be the sole property of the Village Schoolhouse Foundation.